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ABSTRACT

This review is presented as a supplement to the main report of the Western Australia State Inquiry into Teacher Educaton. Since most of the information included was obtained directly from primary sources, little of it is available elsewhere. Much of this information could well be of value to the institutions for their own analysis and planning, and perhaps also of interest to the principal-employing authorities and professional teacher organizations. Much of the data in it have been presented in table form with only essential supporting commentary. The following topics are covered: (1) the structure and content of teacher education courses: (2) qualifications and other characteristics of staff in the teacher education institutions: (3) characteristics and other data relating to student teachers and beginning teachers: and (4) the continuing professional development of teachers. (Editors/JD)

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Western Australia State Inquiry into Teacher Education

A Review of Teacher Education in Western Australia, 1980

Edited by
Anthony S Ryan
Michael Tkacz

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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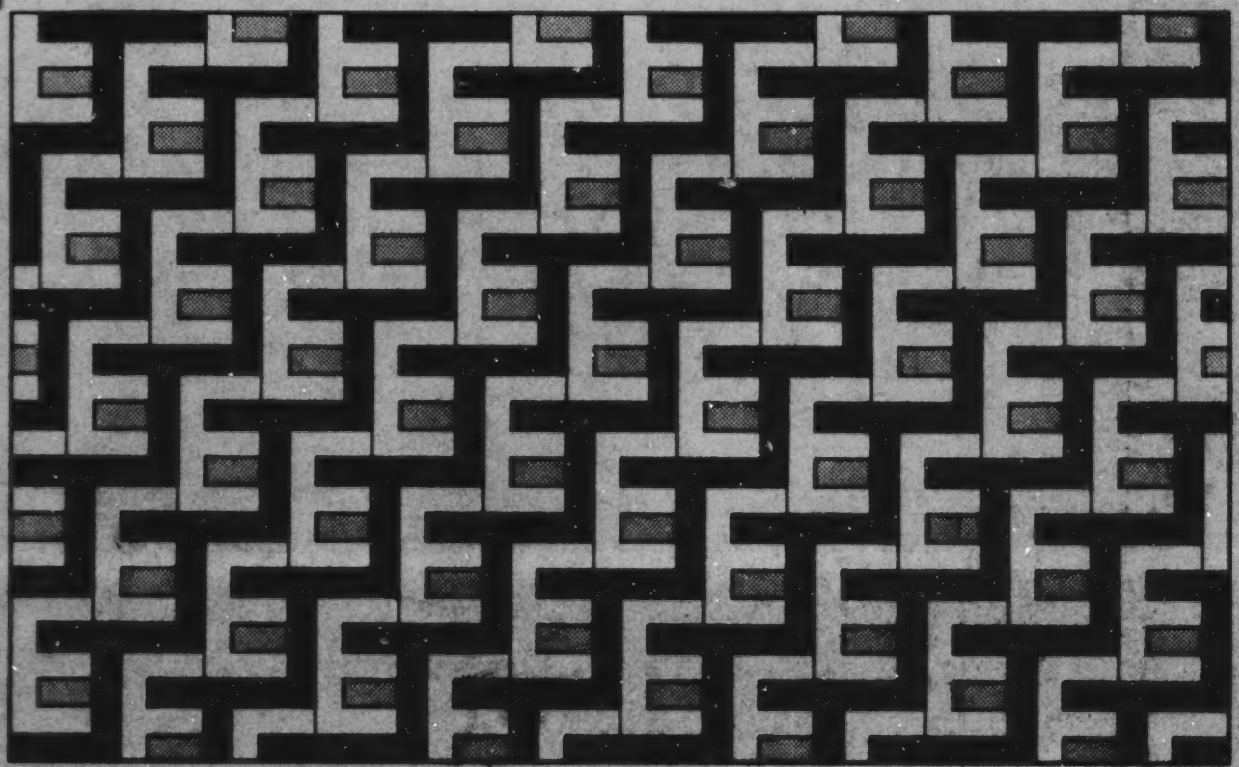

WESTERN AUSTRALIA

STATE INQUIRY INTO TEACHER EDUCATION

A REVIEW OF TEACHER EDUCATION IN WESTERN AUSTRALIA 1980

Edited by

Anthony S. Ryan and Michael Tkacz

November, 1980

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Inquiries:

Dr Michael Small
Research Branch
Education Department of Western Australia
45 Havelock Street
West Perth, Western Australia 6005
(09) 322-1711 ext.34

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PREFACE

This Review is presented as a supplement to the main report of the Western Australia State Inquiry into Teacher Education. It is not meant to stand as a formal report or independent commentary on teacher education, but simply as a collection of some of the data the Committee found useful as a basis for its own deliberations.

Since most of the information included was obtained directly from primary sources, little of it is available elsewhere in readily accessible form. However, the Committee believes that much of this information could well be of value to the institutions for their own analyses and planning, and perhaps also of interest to the principal employing authorities and professional teacher organisations.

Because the Review was not envisaged for general distribution, much of the data in it have been presented in table form with only essential supporting commentary. Also, though the Review incorporates much of the factual data from which the Committee's recommendations ultimately derived, cross-referencing between the Report and the Review is not provided.

The Committee's secretariat expresses its appreciation to the institutions and the Education Department for their patience and assistance during the lengthy and demanding processes of data-gathering and validation. It also wishes to thank Mr Trevor Gallagher and Mrs Jean Clark for their help in organising and interpreting much of the data for tabulation, and Mrs Barbara Batty for her painstaking support while typing the drafts and the final copy of this Review.

A.S.R.

M.T.

1. THE STRUCTURE AND CONTENT OF TEACHER EDUCATION COURSES

INTRODUCTION

1.1 To provide part of its general data base, the Committee undertook an analysis of the full range of pre-service teacher education courses currently provided in tertiary institutions in Western Australia. The analysis was directed particularly toward the main areas of concern identified in submissions to the Committee. These included the nature and extent of practice teaching experience, the balance between professional and academic content studies, the balance between theory and its application, the time devoted to specific curriculum areas, the scope and nature of optional components of courses, and the involvement of students in specific methodology courses.

1.2 To ensure consistency of interpretation and overall comparability the Committee's Research Officer collected and categorised all of the basic data in direct consultation with each of the institutions. All of the data, presented in Tables 1.1 to 1.8, were confirmed by each institution, and describe course offerings as they apply in 1980. Tables 1.9 to 1.18 were derived by the Committee from the basic data tables; they have not been validated by the institutions since they reflect merely different ways of grouping and comparing particular elements of the basic descriptive data. It is of interest to note that the 1980 data differ in places from similar data collected in 1979, a fact which reflects the dynamic nature of most teacher education courses and the continuous process of adaptation undertaken by the institutions.

1.3 Terminology used by the institutions to describe various course components differed from one institution to another. To permit comparison between institutions, the Committee found it necessary to adopt a standard terminology for a number of principal course components.

1.4 Teacher education courses can be divided conveniently into two major components which the Committee has termed professional studies and academic content studies.

1.5 Professional studies are taken by the Committee to encompass all education units and consist essentially of theoretical studies and the application of those studies to the classroom. Theory (denoted by "T" in Tables 1.1 to 1.6) is defined as study time spent by student teachers listening to, and/or discussing, concepts and principles, etc. Application (A) refers to time spent by student teachers in practical exercises based on the theoretical components of their studies.

1.6 Professional studies also include education context units and methodology units. Context units examine the social, political, economic and philosophical forces which shape and constrain educational thought and provision; they typically include studies in the history, philosophy, politics, sociology, economics, and theory of education. Methodology units (M) focus on the techniques teachers might use in teaching specific school subject areas.

1.7 Similarly, the Committee has considered academic content studies (C) to include those studies directed to the general education of the student teacher. These include studies of subject matter and associated theory and principles as well as studies emphasising the personal literacy and numeracy of the student teachers.

1.8 The particular elements of professional studies and academic content studies are listed below. The relationship between the various elements is shown in Figure 1.

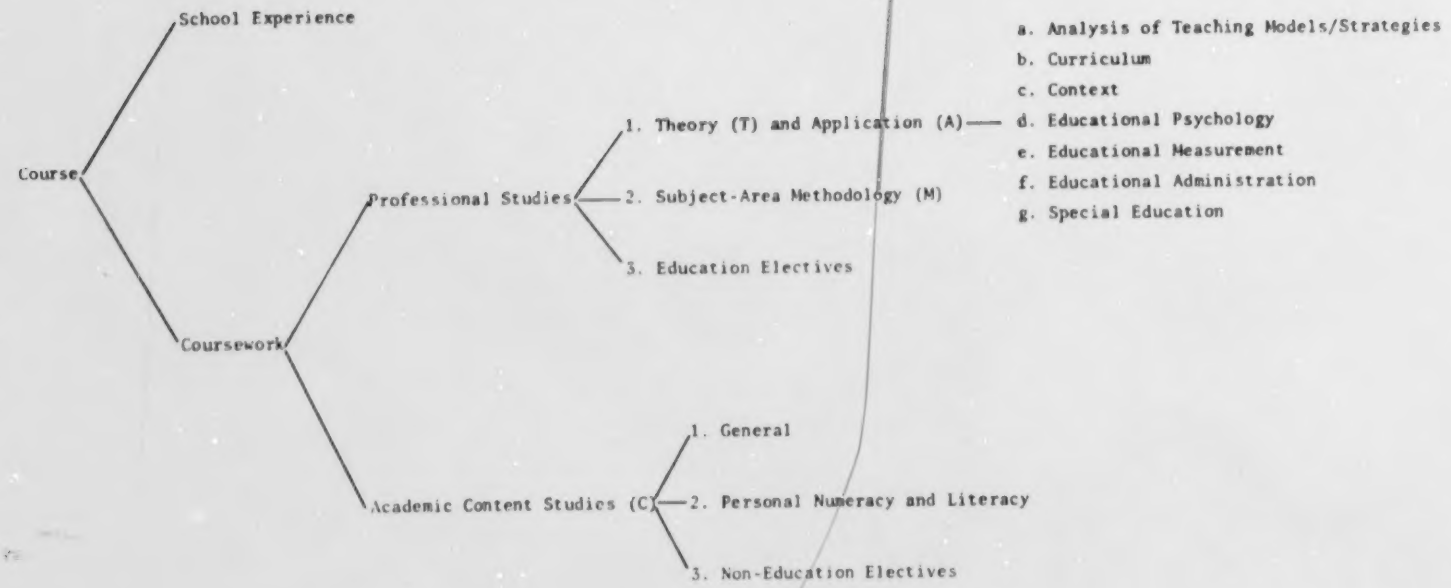

FIGURE 1 Teacher Education Course Components

Professional Studies

1. Theory (T) and Application (A)

   a. Analysis of Teaching/Models and Strategies of Teaching
   b. Curriculum
   c. Context
   d. Educational Psychology
   e. Educational Measurement
   f. Educational Administration
   g. Special Education

2. Subject-area methodology (M)

3. All Education Electives

Academic Content Studies (C)

1. General

2. Personal Numeracy and Literacy

3. All Non-Education Electives

1.9 Pre-service courses for primary teachers have been grouped separately from those for secondary teachers; each group of courses has been further subdivided into (a) one-year end-on courses, and (b) three- or four-year concurrent courses.

1.10 The one-year end-on courses are not directly comparable with the three- and four-year concurrent courses. Diploma in Education courses, for example, involve only professional studies; students obtaining a teaching qualification by this route undertake their academic content studies through specialist degree courses completed prior to entry to the end-on diploma courses. In contrast, the various concurrent courses (Diploma of Teaching, Bachelor of Arts (Ed.), and Bachelor of Education) involve both professional and academic content studies within a single course of study.

1.11 For some aspects of course structure, it is thus appropriate to consider the end-on course not as a one-year course but as a composite four-year preparation in which academic content studies are completed in

a block prior to professional studies. The Bachelor of Arts (Education) pre-service degree offered by Murdoch University is a three-year concurrent course comparable in structure to a Diploma of Teaching or a Bachelor of Education. Figure 2 shows the basic course patterns for pre-service teacher preparation in Western Australia.

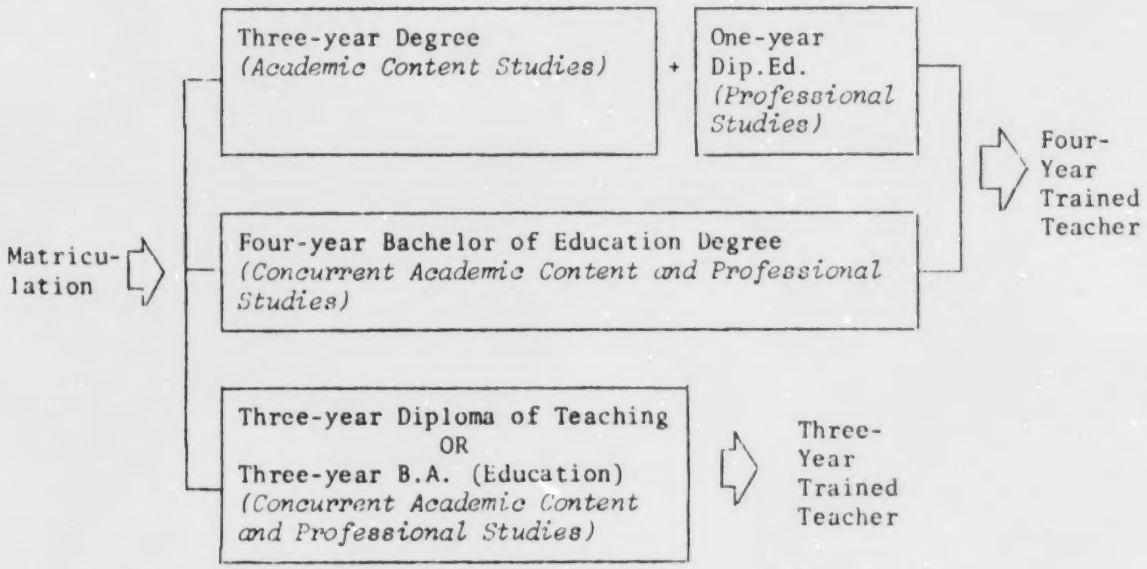

FIGURE 2 Basic Course Patterns for Pre-Service Teacher Preparation in Western Australia

LENGTH OF PRE-SERVICE COURSES

1.12 Table 1.7 shows the total time (in weeks) involved in each of the pre-service courses offered in Western Australia. The term or semester structure of each academic year and the distribution of the practicum component are indicated in each case.

1.13 It is important to note that students undertaking the one-year Diploma in Education may have taken their prior degree studies elsewhere within the State, elsewhere in Australia, or overseas. Consequently, it is not possible to provide an analysis of the academic content component of the students' overall preparation in such cases. However, in order that some comparison can be made between the four-year Degree/Dip.Ed. structure and the three- or four-year concurrent courses, an arbitrary academic year of 27 weeks has been assumed for each of the years of degree study in the end-on model. The final column in Table 1.7 thus estimates the total preparation time involved in a typical Degree/Dip.Ed. course, 81 weeks having been assumed to apply in the first three years.

1.14 Within the concurrent group, the total preparation time (number of weeks overall) is generally greater in courses offered by the primary colleges than in those offered by the Institute of Technology or Murdoch University. For example, the three-year Diploma of Teaching courses at Churchlands, Claremont and Mount Lawley total 97 weeks, 103 weeks and 111 weeks respectively; comparable courses, the Bachelor of Arts (Education) at Murdoch and the Diploma of Teaching at the Institute of Technology total 84 and 91 weeks respectively. The principal factor underlying these differences is that practicum components in the colleges tend to be arranged outside the normal teaching weeks of the institutions whereas those in Murdoch University and the Institute of Technology tend to be placed concurrently with ongoing lectures.

DISTRIBUTION OF PRACTICE TEACHING

1.15 Table 1.8 shows (a) the total time (in days overall) devoted to practice teaching experience in each year of the various teacher education courses, and (b) the organisation of this time as unit (day) practice, block-practice or extended block-practice. Within the table the following conventions have been used:

10 x 1	ten unit-practice days (one day per week repeated for 10 weeks)
2 x 10	two short block-practices each of ten days (2 weeks) continuous
1 x 60	one extended block-practice of sixty days (12 weeks) continuous

1.16 Nedlands College offers some special practice teaching experience for prospective Dip.Ed. students through an "associated-student" programme in which undergraduate students from the University of Western Australia and the Institute of Technology are able voluntarily to undertake 31 days of practice teaching and two practice-related courses at the College while undertaking their initial degrees. These students subsequently complete a Diploma in Education in the usual way at any institution which offers the end-on diploma course.

1.17 With regard to concurrent primary courses, Churchlands, Claremont and Mount Lawley typically provide more practice teaching experience than is the case with the Institute of Technology or Murdoch University.

1.18 Concurrent teacher education courses generally incorporate substantially more overall practice teaching time than do end-on courses.

1.19 Teaching practice in concurrent courses is distributed over all years of the course and tends to move progressively from unit-practice or short block-practices to extended block-practice in the final year. In the end-on pattern of preparation, practice teaching experience is typically limited to the final year of the Degree/Dip.Ed. sequence.

1.20 Extended block-practices are provided only within concurrent courses and tend to be of greater duration in the primary colleges than in other institutions.

1.21 Murdoch University and the Institute of Technology (and to a lesser extent the University of Western Australia), incorporate some unit-practice in the total experience of students.

1.22 With the exception of the Institute of Technology, all of the institutions involved in the preparation of secondary teachers place their students in primary schools for practice experience early in the sequence.

1.23 Table 1.8 also shows for each course the extent to which students' practice-teaching is timetabled separately from their ongoing coursework commitments. Where a practice period coincides with a regular teaching week (such that the students are expected to return to the institution for lectures) the word 'YES' is printed in Column A of the relevant year. However, in the case of the University of Western Australia and the Institute of Technology end-on courses, the students' lectures are normally suspended at these times.

1.24 A substantial part of the students' overall practice teaching experience in the courses at Murdoch University and the Institute of Technology takes place during normal teaching weeks. During such times, the students' commitment to lectures, tutorials and out-of-class work continues in their academic content studies.

BALANCE BETWEEN PROFESSIONAL AND ACADEMIC CONTENT STUDIES

1.25 As noted in paragraph 1.13 it is not possible to provide an accurate breakdown, in terms of professional and academic content studies, within the composite Degree/Dip.Ed. model of preparation. For the purpose of comparison, the end-on model has been interpreted as being comprised of three years (75%) of academic content studies and one year (25%) of professional studies.

1.26 Table 1.9 shows the proportions of total coursework time (see Figure 1) devoted to professional and academic content studies in the various pre-service courses. Caution is needed when interpreting the times indicated since the number of hours of coursework (i.e. direct contact time) in a full academic year varies from institution to institution according to individual instructional philosophies. In general, the colleges provide a greater number of contact hours than do the universities and the Institute of Technology which place greater demands on students for independent research and study outside class contact hours. An hour of coursework in one institution therefore does not necessarily imply the same effective coverage or student workload as would one hour in another.

1.27 The emphasis placed on professional studies (relative to academic content studies) is markedly higher in the Diploma of Teaching offered at Churchlands and Claremont than in other three-year primary courses. A notably small proportion of the Diploma of Teaching offered at Claremont is directed to academic content studies.

1.28 For secondary teacher preparation, there is greater emphasis on academic content studies in the Degree/Dip.Ed. models than is typically the case with concurrent courses. The secondary Bachelor of Education courses offered through the University of Western Australia and the Institute of Technology give roughly equal emphasis to professional and academic content studies. However, the secondary Diploma of Teaching and Bachelor of Education courses offered at Nedlands College observe a similar balance to that of the end-on model.

ANALYSIS OF PROFESSIONAL STUDIES

1.29 Table 1.10 illustrates how the professional studies component of the various teacher education courses can be subdivided in terms of emphasis given to (a) theory and application, (b) subject-area methodology, and (c) education electives. As before, a unit of one hour reported does not necessarily imply the same effective workload or coverage in all institutions.

1.30 A number of the courses allocate a considerable amount of the students' overall professional studies component within the elective area.

1.31 In general terms, primary courses devote considerably more time to professional studies than do secondary courses, and concurrent courses devote more than end-on courses.

RELATIVE TIME DEVOTED TO THEORY AND APPLICATION

1.32 In Table 1.11, that part of professional studies which is concerned with theory and application (see Figure 1) has been subdivided to reveal the relative weightings given to these two aspects.

1.33 In general, greater emphasis is placed on theory in secondary teacher preparation courses than in primary courses, although this does not apply to the Diploma in Education course offered by Murdoch University.

1.34 The emphasis on theory rather than direct application that is evident both in the secondary Diploma in Education and Bachelor of Education courses at the University of Western Australia reflects the strong academic emphasis claimed in submissions from that institution.

SUBJECT-AREA METHODOLOGY

1.35 The number of hours devoted to methodology units in school curriculum areas is set out for the various primary courses in Table 1.12. Various components of reading and language-arts have been listed in the last three rows of the table to reflect the different organisational patterns adopted by the various institutions.

1.36 The total time devoted to subject-area methodology in courses provided by the colleges is markedly higher than is the case with courses offered by other institutions. Within the three-year concurrent primary courses, there are clear differences between the colleges on the one hand and Murdoch University and the Institute of Technology on the other.

1.37 A number of courses include no compulsory methodology courses in one or more of the teaching areas students are likely to meet in the primary classroom situation.

1.38 Compulsory courses in Art/Craft, Music and Physical/Health Education at Murdoch University are taken in a two-week block outside the normal academic year of the institution.

1.39 Table 1.13 shows the number of hours of compulsory subject-area methodology required in each of the secondary pre-service courses. Generally, the number of hours devoted is considerably higher in concurrent than in end-on courses.

BALANCE BETWEEN ACADEMIC CONTENT STUDIES AND SUBJECT-AREA METHODOLOGY

1.40 Table 1.14 shows the balance, in terms of total hours involved, between academic content studies and subject-area methodology in concurrent courses.

1.41 It should be noted that the hours of subject-area methodology for secondary courses comprise hours devoted to major and minor area methods study only and do not include hours spent on general methods studies. Secondary concurrent courses clearly place considerably greater emphasis on academic content studies than is the case in the primary courses, with the exception of the Diploma of Teaching at the Institute of Technology.

1.42 Claremont Teachers College places an unusually high emphasis on subject-area methodology when compared with other primary courses.

ANALYSIS OF ACADEMIC CONTENT STUDIES

1.43 Table 1.15 shows the relative composition of Academic Content Studies in the different courses in terms of the three components, (a) general studies, (b) personal numeracy and literacy, and (c) non-education electives.

1.44 The primary courses, especially the Institute of Technology's Dip.Teach. and Murdoch University's B.A., include a considerable number of hours in non-education electives.

1.45 In general, considerably more time is devoted to academic content units in secondary courses than in primary courses.

GENERAL ACADEMIC CONTENT

1.46 Table 1.16 shows the total time devoted to general academic content studies in specific subjects related to primary school teaching responsibilities. The hours listed refer to the minimum requirements in each institution. These hours may be substantially augmented for individual students by elective units where these are offered.

1.47 It is not possible to compare Diploma in Education and Diploma of Teaching courses in this context, since general academic content studies are normally not included in an end-on Diploma in Education course.

1.48 It is clear from Table 1.16 that students at the colleges are required to undertake considerably more general academic content studies related to primary teaching fields than is the case for students at the Institute of Technology or, particularly, Murdoch University. It should be noted that both these latter institutions incorporate a significant number of hours of elective studies from which students may choose to undertake units related to primary teaching areas. These elective units are chosen from academic content units available to any student at the institutions.

1.49 A number of the institutions require no compulsory general academic content studies in one or more of the areas related to primary teaching responsibilities.

1.50 Table 1.17 shows the time devoted to general academic content studies in the major, minor and other subject areas of secondary school teaching.

SUMMARY TABLE

1.51 Table 1.18 shows the proportion of total course time devoted to each of the earlier-discussed components of the various primary and secondary pre-service courses.

1.52 The end-on courses have been treated as four-year courses; subject content studies have been taken to include approximately 75% of the total course time.

NUMERACY AND LITERACY

1.53 As an adjunct to this paper the Committee has included lists of components and competencies which it considers as essential to and which should form part of all pre-service teacher education courses. These lists were compiled by several consultants in conjunction with various Inquiry sub-committees. The list of competencies needed for effective language arts teaching is followed by a list of the necessary components of an effective mathematics pre-service course.

A List of Competencies Needed by Teachers for Effective Teaching in the Language Arts Area

Preamble.

A person is considered to be literate when he has acquired the language arts skills and concepts which enable him to function effectively in his group and community, and when his attainments in reading, written and oral expression, listening and spelling make it possible for him to continue to use these skills to further his own and his community's development.

The school can help an individual become literate if it is staffed by teachers who possess the following qualities:

1. Necessary Attributes

1.1 New teachers must be proficient in the following areas:

1.1.1 Reading Efficiency

1.1.2 Written Expression

1.1.3 Oral Expression

1.1.4 Spelling

This proficiency will be indicated by their ability to have worked successfully at the tertiary level.

2. Professional Techniques - acquired during pre-service courses:

2.1 New teachers of the language arts should possess KNOWLEDGE of:

2.1.1 Subject matter, including:
(a) syllabus content; and,
(b) available materials/resources.

2.1.2 The interrelationships between and among the various components of literacy.

2.1.3 How to develop literacy at all phases of growth within pre-schools, primary schools, and secondary schools, where appropriate.

2.1.4 Relevant research.

2.1.5 How children learn.

2.1.6 Why children fail.

2.1.7 Available teacher support services, e.g.
(a) specialist teachers;
(b) referral agencies.

2.2 New teachers of the language arts should possess SKILLS IN:

2.2.1 Teaching literacy across all areas of the curriculum.

2.2.2 Developing suitable forms of curricula.

2.2.3 Programming - to achieve long-term and short-term goals and objectives.

2.2.4 Recognising individual differences.

2.2.5 Providing for individual differences.

2.2.6 Organising and managing a classroom.

2.2.7 Teaching procedures and/or strategies.

2.2.8 Preparing for instruction.

2.2.9 Stimulating child-learning experiences.

2.2.10 Assessing and evaluating pupil performance.

2.2.11 Keeping records of pupil performance.

2.2.12 Reporting on pupil performance.

3. Personal Attitudes and Values - about the importance of literacy as a means to:

   3.1 Personal growth and dignity.

   3.2 Self-expression.

   3.3 Inter-personal communications.

   3.4 Exploration and further learning.

The Necessary Components of an Effective Pre-service Course for Potential Teachers of Mathematics (Primary and Secondary)

1. Mathematical competence

   Teachers should have high level competence with all of the mathematics they will be teaching. Further, they should have studied and shown competence with all of the mathematics that is taught in the three years of education which follow the level at which they will be teaching.

2. Pedagogic competence

   2.1 A working knowledge of developmental psychology.

   2.2 Human interaction skills, including perceptiveness and questioning skills.

   2.3 Planning and preparation skills.

   2.4 Evaluation skills, including skills in diagnosis and remediation and other skills needed to monitor student progress effectively.

   2.5 Group teaching skills.

3. Positive Attitudes

   3.1 to children;

   3.2 to teaching; and

   3.3 to mathematics.

TABLE 1.1

Diploma of Teaching (Secondary School Teaching)

Three-year, Full-time, Pre-service, Concurrent Course

COURSE STRUCTURE AND CONTENT

PROGRAMME		NCAE
Total Weeks/Days in Programme Including Practicum Component		94/470
Total Days Practicum		80
Practicum / Programme		17%
COMPULSORY STUDIES		
Health	1 unit	28 hours C
Personal Literacy	1 unit	28 hours C
Major Area	Content	6 units 630 hours
	Method	4 units 99 hours
Minor Area	Content	6 units 234 hours
	Method	3 units 60 hours
Analysis of Teaching Models/Strategies	5 units	48 hours T 36 hours A (84)
Curriculum	1 unit	23 hours T 3 hours A (26)
Context	2 units	40 hours T 8 hours A (48)
Educational Psychology	2 units	51 hours T 3 hours A (54)
Educational Measurement	1 unit	13 hours T 13 hours A (26)
Elective Units - Education or Outside Education	7 units required	188 hours
Total Hours		1505

Notes

The following codes and terms have been used throughout Tables 1.1 to 1.6.

Numbers in brackets (50) signify the total amount of hours devoted to the particular component.

Asterisks (*, ** or ***) denote overlap in similarly-marked units.

Symbols (° and *) specific to particular tables have been defined by footnote on the relevant tables.

C	Content Studies (*i.e.*, subject matter, subject theory and principles, etc.)
M	Subject-area Methodology Studies (*i.e.*, how to teach school subjects)
T	Theoretical Studies (*i.e.*, time spent by student teachers listening and/or discussing)
A	Application Studies (*i.e.*, time spent by student teachers doing practical exercises in relation to the information gained in theoretical studies)
Context Units	These are concerned with the place of education in society and include studies in the philosophy, history, sociology, economics, politics and theory of education.
CCAE	Churchlands College
CTC	Claremont Teachers College
MLCAE	Mount Lawley College
MU	Murdoch University
NCAE	Nedlands College
UWA	University of Western Australia
WAIT	Western Australian Institute of Technology

TABLE 1.2

Graduate Diploma in Education (Secondary School Teaching)

One-year, Full-time, Pre-service, End-on Course

COURSE STRUCTURE AND CONTENT

PROGRAMME	MU	NCAE	UWA	WAIT
Total Weeks/Days in Programme Including Practicum Component	34/170	33/165	31/155	30/150
Total Days Practicum	50	45	45	54
Practicum / Programme	29%	27%	29%	36%
COMPULSORY STUDIES				
Emergency Medical Care		1 unit 13 hours C		
Personal Literacy		1 unit 22 hours C		
Personal Numeracy	Compulsory Diagnostic Test and Remediation if necessary			
Major Area — Method	1 unit 39 hours	2 units 48 hours	1 unit 66 hours	2 units 90 hours
Minor Area — Method	1 unit 39 hours	2 units 48 hours	1 unit 28 hours	1 unit 45 hours
Analysis of Teaching Models/ Strategies	1 unit 4 hours T 35 hours A(39)	2 units 24 hours T 24 hours A(48)	1 unit 62 hours A	2 units 60 hours T 30 hours A(90)
Context	2 units 78 hours T	2 units 48 hours T		1 unit 45 hours T
Educational Psychology	1 unit 9 hours T 30 hours A(39)	1 unit 20 hours T 2 hours A(22)	4 units 216 hours T	2 units 60 hours T 30 hours A(90)
Educational Measurement	1 unit 9 hours T 30 hours A(39)	1 unit 11 hours T 11 hours A(22)		
Elective Units - Education	2 units required 78 hours	2 units required 52 hours		
Elective Units - Outside Education		1 unit required 26 hours		
Total Hours	351	349	372	360

TABLE 1.3

Bachelor of Education (Secondary School Teaching)

Four-year, Full-time, Pre-service, Concurrent Course

COURSE STRUCTURE AND CONTENT

PROGRAMME		NCAE	UWA	WATT
Total Weeks/Days in Programme Including Practicum Component		121/605	116/580	130/650
Total Days Practicum		100	70	105
Practicum / Programme		17%	12%	16%
COMPULSORY STUDIES				
Health		1 unit 28 hours C		
Personal Literacy		1 unit 28 hours C		
Language Arts				1 unit 23 hours C 23 hours M(46)
Major Area	Content	8 units 714 hours	5 units+ 405 hours	8 units 360 hours
	Method	6 units 155 hours	1 unit 66 hours	2 units 90 hours
Minor Area	Content	6 units 234 hours	2 units+ 162 hours	7 units 315 hours
	Method	3 units 60 hours	1 unit 28 hours	1 unit 45 hours
Analysis of Teaching Models/ Strategies		5 units 48 hours T 36 hours A(84)	1 unit 62 hours A	3 units 68 hours T 68 hours A(136)
Curriculum		3 units 45 hours T 37 hours A(82)		2 units 15 hours T 52 hours A(67)
Context		2 units 40 hours T 8 hours A(48)		1 unit 45 hours T
Educational Psychology		2 units 51 hours T 3 hours A(54)	8 units 432 hours T	3 units 100 hours T 35 hours A(135)
Educational Measurement		1 unit 13 hours T 13 hours A(26)		
Elective Units - Education		2 units required 56 hours		7 units required 315 hours
Elective Units - Outside Education		13 units required 356 hours		3 units required 135 hours
Total Hours		1925	1155	1689
Notes		NCAE Students can elect an optional exit at end of third year with the award of Dip. Teach.		

+ These represent the minimum hours usually required by Arts students. Science students are required to do substantially more hours in content studies.

TABLE 1.4

Graduate Diploma in Education (Primary School Teaching)

One-year, Full-time, Pre-service, End-on Course

COURSE STRUCTURE AND CONTENT

PROGRAMME	CTC	UWA°	WAIT
Total Weeks/Days in Programme Including Practicum Component	38/190	32/160	30/150
Total Days Practicum	70	40	54
Practicum / Programme	37%	25%	36%
COMPULSORY STUDIES			
Mathematics	1 unit 30 hours M	1 unit 30 hours M	1 unit 23 hours M
Social Studies	1 unit 30 hours M	1 unit 30 hours M	1 unit 23 hours M
Science	1 unit 30 hours M	1 unit 30 hours M	1 unit 12 hours M
Art	And Craft 1 unit 30 hours M		1 unit 12 hours M
Music	1 unit 30 hours M		1 unit 12 hours M
Physical Education	And Health and Recreation 2 units 20 hours C 40 hours M(60)		1 unit 9 hours M
Educational Technology/ Resources (Media)	1 unit 15 hours C		
Reading	1 unit 30 hours M	1 unit 30 hours M	
Language Arts (Including Reading)			1 unit 45 hours M
Language Arts (Excluding Reading)	2 units 60 hours M	2 units 60 hours M	
Analysis of Teaching Models/ Strategies	2 units 60 hours A	2 units 60 hours A	2 units 60 hours T 30 hours A(90)
Context	2 units 60 hours T		1 unit 45 hours T
Educational Psychology	2 units 60 hours T		2 units 60 hours T 30 hours A(90)
Educational Measurement			
Special Education		2 units+ 88 hours T 20 hours A(108)	
Elective Units - Education		1 unit required+ 54 hours	
Elective Units - Outside Education			
Total Hours	495	402	361

° This is an affiliated course, part of which is provided by Claremont Teachers College. Those units marked (+) are conducted at UWA, the remainder are conducted at CTC. Five of the 40 practicum days are controlled by UWA and relate to the compulsory Special Education units. The remaining 35 days are controlled by Claremont Teachers College.

TABLE 1.5

Diploma of Teaching[+]/Bachelor of Arts[o] (Primary School Teaching)

Three-year, Full-time, Pre-service, Concurrent Course

COURSE STRUCTURE AND CONTENT

PROGRAMME	CCAE[+]	CTC[+]	MLCAE[+]	MU[o]	WAIT[+]
Total Weeks/Days in Programme Including Practicum Component	97/485	103/515	111/555	84/420	91/455
Total Days Practicum	100	100	105	72	90
Practicum / Programme	21%	19%	19%	17%	20%
COMPULSORY STUDIES					
Mathematics	2 units 20 hours C 78 hours M(98)	2 units 37 hours C 38 hours M(75)	2 units 75 hours M	1 unit 6 hours C 33 hours M(39)	1 unit 15 hours C 15 hours M(30)
Social Studies	2 units 20 hours C 64 hours M(84)	2 units 75 hours M	3 units 67 hours C 68 hours M(135)	1 unit 3 hours C 17 hours M(20)	1 unit 22 hours C 23 hours M(45)
Science	2 units 12 hours C 72 hours M(84)	2 units 75 hours M	2 units 25 hours C 50 hours M(75)	1 unit 3 hours C 17 hours M(20)	1 unit 5 hours C 10 hours M(15)
Art/Craft	2 units 42 hours C 42 hours M(84)	2 units 75 hours M	1 unit 60 hours M	1 unit 10 hours C 50 hours M(60)	1 unit 10 hours C 20 hours M(30)
Music	2 units 34 hours C 50 hours M(84)	2 units 30 hours C 45 hours M(75)	1 unit 15 hours C 15 hours M(30)	1 unit 5 hours C 25 hours M(30)	
Physical Education/Health/ Recreation	2 units 16 hours C 68 hours M(84)	3 units 20 hours C 70 hours M(90)	1 unit 30 hours C 30 hours M(60)	1 unit 5 hours C 25 hours M(30)	1 unit 5 hours C 10 hours M(15)
Educational Technology/ Resources (Media)	1 unit 14 hours C 14 hours M(28)	1 unit 15 hours C	***		
Language Arts Area: Reading	4 units 85 hours M	3 units 35 hours C 100 hours M(135)	2 units* 62 hours M	*	1 unit* 10 hours C 30 hours M(40)
Language Arts Area: English	2 units 29 hours M	2 units* 75 hours M	1 unit 15 hours C	1 unit* 6 hours C 33 hours M(39)	1 unit 22 hours C 23 hours M(45)
Language Arts Area: Spelling	1 unit 16 hours M	*		*	
Language Arts Area: Oral Expression (Speech)	3 units * 57 hours M	1 unit 15 hours C 15 hours M(30)	2 units ** 45 hours M	*	*
Language Arts Area: Listening	*	*	* plus an additional 6 hours M	*	*
Language Arts Area: Literature (General)			1 unit 45 hours C	*	* plus an additional 5 hours C
Language Arts Area: Literature (Childrens)	1 unit 10 hours C 10 hours M(20)	1 unit 15 hours M		*	
Language Arts Area: Writing (Penmanship)	4 units 34 hours M	*		*	*
Language Arts Area: Writing (Creative, Expository, etc.)		*	2 units 37 hours M	*	
Language Arts Area: Drama	*	1 unit 15 hours C 15 hours M(30)	**	*	Treated incidentally, with Art/Craft, Music & Physical Education

... continued

TABLE 1.5 (Continued)

COMPULSORY STUDIES	CCAE	CTC	MLCAE	MRI	WAIT
Analysis of Teaching Models/ Strategies	2 units 35 hours T 49 hours A (84)	3 units 90 hours A	2 units *** 60 hours T 120 hours A (180)	1 unit 4 hours T 35 hours A (39)	2 units 20 hours T 70 hours A (90)
Curriculum	1 unit 20 hours T 10 hours A (30)				
Context	2 units 84 hours T	3 units 105 hours T	2 units 90 hours T	2 units 78 hours T	2 units 90 hours T
Educational Psychology	3 units 74 hours T 37 hours A (111)	5 units 135 hours T 30 hours A (165)	2 units 75 hours T 15 hours A (90)	1 unit 9 hours T 30 hours A (39)	3 units 100 hours T 35 hours A (135)
Educational Measurement		1 unit 30 hours T		1 unit 9 hours T 30 hours A (39)	
Elective Units - Education	3 units in Context/Psych. 126 hours 3 units in Analysis... 126 hours (252)	1 Context unit 30 hours 1 Educ. Psych. unit 30 hours 6 other units required 180 hours (240)	1 Context unit and 1 Educ. Psych. unit 90 hours	2 units required 78 hours	1 Curriculum Development unit 15 hours T 7 hours A (22) 3 other units required 135 hours
Elective Units - Outside Education*	6 units required 252 hours		10 units required 450 hours	12 units required 468 hours	12 units required 540 hours
Personal Literacy	Compulsory Diagnosis and Remediation if necessary	1 unit 30 hours C	1 unit 30 hours C plus Compulsory Spelling Test & Remediation if necessary	Diagnosed & Remediated in Compulsory Year 1 unit	
Personal Numeracy	Built into Maths Core	Built into Maths Core	Compulsory Arithmetic Test & Remediation if necessary	Compulsory Mathematics Test & Remediation if necessary	
Total Hours	1600	1425	1575	979	1237

* Students may select education electives as well.

TABLE 1.6

Diploma of Teaching/Bachelor of Arts (Primary School Teaching)

Three-year, Full-time, Pre-service, Concurrent Course

ELECTIVE AREAS

AVAILABLE ELECTIVE UNITS - EDUCATION	CCAE	CTC	MLCAE	MU	WAIT
Mathematics	8 units 126 hours C 210 hours M (336)	13 units 225 hours C 165 hours M (390)	Includes Computing 7 units 315 hours C 3 units (405) 90 hours M	1 unit 39 hours C	3 units 115 hours C 20 hours M (135)
Social Studies	10 units 378 hours C 42 hours M (420)	27 units 785 hours C 3 units (810) 25 hours M	12 units 540 hours C 3 units (675) 135 hours M	1 unit 39 hours C	
Science	7 units 168 hours C 126 hours M (294)	14 units 390 hours C 30 hours M (420)	9 units 405 hours C 2 units (495) 90 hours M	1 unit 39 hours C	
Art/Craft	16 units 546 hours C 126 hours M (672)	17 units 510 hours C	15 units 675 hours C & M		1 unit 22 hours C 23 hours M (45)
Music	14 units 420 hours C 168 hours M (588)	14 units 390 hours C 30 hours M (420)	4 units 180 hours C & M 2 units (270) 90 hours C		1 unit 22 hours C 23 hours M (45)
Physical Education Health/Recreation	19 units 546 hours C 252 hours M (798)	16 units 350 hours C 130 hours M (480)	9 units 405 hours C & M 1 unit (450) 45 hours M		1 unit 30 hours C 15 hours M (45)
Educational Technology	5 units 168 hours C 42 hours M (210)	4 units 120 hours C	8 units 360 hours C & M	1 unit 39 hours C	4 units 165 hours C 15 hours M (180)
Reading	1 unit 42 hours C		* **	1 unit 20 hours C 20 hours M (40)	1 unit 45 hours C
English/Language Arts	1 unit 42 hours M		Includes Media* 6 units 270 hours C & M	1 unit 39 hours C	1 unit 30 hours C 15 hours M (90) 1 unit 45 hours M
English as a Second Language	1 unit 42 hours M	1 unit 30 hours C & M	*	1 unit 39 hours C	1 unit 10 hours C 35 hours M (45)
Spelling					
Oral Expression (Speech)	2 units 84 hours M	14 units 420 hours C	8 units 360 hours C & M ***		
Listening	1 unit 42 hours M		* ** ***		
Foreign Languages		3 units 90 hours C	10 units 450 hours C & M	6 units 234 hours C	
Literature (General)	2 units 84 hours C	13 units 390 hours C	2 units 90 hours C & M	6 units 234 hours C	
Literature (Childrens)	3 units 126 hours C	3 units 90 hours C	2 units 90 hours C & M		1 unit 45 hours M
Writing (Penmanship)					

... continued

Table 1.6 (Continued)

AVAILABLE ELECTIVE UNITS - EDUCATION	CCAE	CTC	MLCAF	MU	WAIT
Writing (Creative, Expository, etc.)			*		1 unit 25 hours C 20 hours M (45)
Drama	2 units 84 hours C		***	1 unit 13 hours C 26 hours M (39)	
Intercultural Studies			8 units 360 hours T & A		
Early Childhood Education			7 units ** 315 hours T & A		
Educational Administration		1 unit 30 hours T		1 unit 39 hours T	1 unit 45 hours T
Analysis of Teaching Models/ Strategies	8 units 336 hours A	3 units 90 hours A		3 units 117 hours T	1 unit 22 hours T 23 hours A (45)
Context	26 units 1092 hours T & A	9 units 270 hours T		9 units 351 hours T	8 units 360 hours T 80 hours A (440)
Educational Psychology	19 units 798 hours T & A	11 units 330 hours T	6 units, all Special Education, each 15 hours T 30 hours A (270)	4 units 156 hours T	4 units 180 hours T 160 hours A (340)
Educational Measurement				5 units 195 hours T	1 unit 45 hours T
Notes				Plus all Uni. Courses, Special Topics & Independent Study	Plus all Institute Courses and Independent Study
Total Hours	6090	4890	5535	1639	1635

31

TABLE 1.7 TOTAL NUMBER OF WEEKS IN EACH PRIMARY AND SECONDARY PRE-SERVICE COURSE (Normal Pattern)

PRIMARY

	Institution	Course: Title	Course: Duration (in years)	Weeks: Teaching Weeks in Institution Yr.1	Yr.2	Yr.3	Yr.4	Practicum Weeks (Outside Teaching Weeks in Institution) Yr.1	Yr.2	Yr.3	Yr.4	Other Any Year	Total Weeks in Course Excluding Exams
END-ON COURSES	CTC	Dip.Ed.	1	(Degree Studies)			1x12 1x11	(Degree Studies)			1x2 1x5 1x7	1[a]	38 (119)
	UWA	Dip.Ed.	1	(Degree Studies)			3x8	(Degree Studies)			1x4 2x2	0	32 (113)
	WAIT	Dip.Ed.	1	(Degree Studies)			1x15 1x10	(Degree Studies)			1x5*	0	30 (111)
CONCURRENT COURSES	CCAE	Dip.Teach.	3	2x14	2x14	1x14 1x5	-	2x2	2x2	1x2 1x10	-	2[b]	97
	CTC	Dip.Teach.	3	2x15	2x15	1x7 1x15	-	2x2	2x2	1x12	-	1[a]	103
	MLCAE	Dip.Teach.	3	2x15	2x15	2x11	-	2x2	1x4	1x13	-	8[c]	111
	MU	B.A.(Ed.)	3	2x13	2x13	2x13	-	-	-	1x4	-	2[d]	84
	WAIT	Dip.Teach.	3	2x15	2x15	1x15 1x10	-	-	-	1x6	-	0	91

SECONDARY

END-ON COURSES	MU	Dip.Ed.	1	(Degree Studies)			1x15 1x13	(Degree Studies)			1x2 1x4	0	34 (115)
	NCAE	Dip.Ed.	1	(Degree Studies)			1x11 1x13	(Degree Studies)			1x1 2x4	0	33 (114)
	UWA	Dip.Ed.	1	(Degree Studies)			2x8 1x7	(Degree Studies)			2x3* 1x2*	0	31 (112)
	WAIT	Dip.Ed.	1	(Degree Studies)			1x15 1x10	(Degree Studies)			1x5*	0	30 (111)
CONCURRENT COURSES	NCAE	Dip.Teach.	3	1x14 1x13	1x14 1x13	1x11 1x13	-	2x2	2x2	1x8	-	0	94
	NCAE	B.Ed.	4	1x14 1x13	1x14 1x13	1x11 1x13	1x14 1x13	2x2	2x2	1x8	-	0	121
	UWA	B.Ed.	4	3x9	3x9	2x8 1x7	3x9	-	-	2x3 1x2	2x2	0	116
	WAIT	B.Ed.	4	2x15	2x15	2x15	1x15 1x10	1x1	1x2 1x1	1x2 1x1	1x2 1x6	0	130

a. 1 week Transition to Teaching

b. 1 week ATP Briefing
1 week ATP Review

c. 1 week Teaching Practice Workshop
1 week Post Practice Workshop
1 week Orientation
1 week Camp
4 week Field Experience Programme

d. 2 weeks Art/Music/Phys.Ed./Craft Units

* These figures may not tally with the corresponding figures in Table 1.8 because the Department of Education (UWA) and the School of Teacher Education (WAIT) suspend lectures during these practice periods (see paragraph 1.18).

		Institution	Course	Yr.1 Days	A	Yr.2 Days	A	Yr.3 Days	A	Yr.4 Days	A	Total Days (100%)	Total Days During Teaching Weeks (%)	Total Days Outside Teaching Weeks (%)
PRIMARY	END-ON COURSES	CTC	Dip.Ed.	-	-	-	-	-	-	1x10 1x25 1x35	No No No	70	0	70 (100)
		UWA	Dip.Ed.	-	-	-	-	-	-	1x20 2x10	No No	40	0	40 (100)
		WAIT	Dip.Ed.	-	-	-	-	-	-	9x1 1x5 1x15 1x25	No No No No	54	0	54 (100)
	CONCURRENT COURSES	CCAE	Dip.Teach.	2x10	No	2x10	No	1x10 1x50	No No	-	-	100	0	100 (100)
		CTC	Dip.Teach.	2x10	No	2x10	No	1x60	No	-	-	100	0	100 (100)
		MLCAE	Dip.Teach.	2x10	No	1x20	No	1x65	No	-	-	105	0	105 (100)
		MU	B.A.(Ed.)	10x1 (5P&5S)	Yes	6x2 5x2	Yes Yes	10x2 1x20	Yes No	-	-	72	52 (72)	20 (28)
		WAIT	Dip.Teach.*	13x1 1x5	Yes Yes	6x1 2x10	Yes Yes	6x1 1x10 1x30	Yes Yes No	-	-	90	60 (67)	30 (33)
SECONDARY	END-ON COURSES	MU	Dip.Ed.	-	-	-	-	-	-	2x5 (1P&1S) 10x2 1x20	No Yes No	50	20 (40)	30 (60)
		NCAE	Dip.Ed.**	-	-	-	-	-	-	1x5(P) 2x20	No No	45	0	45 (100)
		UWA	Dip.Ed.	-	-	-	-	-	-	5x1(P) 2x15 1x10	No No No	45	0	45 (100)
		WAIT	Dip.Ed.	-	-	-	-	-	-	9x1 1x5 1x15 1x25	No No No No	54	0	54 (100)
	CONCURRENT COURSES	NCAE	Dip.Teach.	2x10 (P)	No	2x10	No	1x40	No	-	-	80	0	80 (100)
		NCAE	B.Ed.	2x10 (P)	No	2x10	No	1x40	No	20x1*	Yes	100	20 (20)	80 (80)
		UWA	B.Ed.	-	-	-	-	2x15 1x10	No No	2x15	Yes(2x5) No(2x10)	70	10 (14)	60 (86)
		WAIT	B.Ed.	14x1 1x5	Yes No	6x1 1x10 1x5	Yes No No	6x1 1x10 1x5	Yes No No	4x1 1x10 1x30	Yes No No	105	30 (29)	75 (71)

A = During Teaching Weeks in Institution?

P = Primary school based practicum. S = Secondary school based practicum.

Note

In most instances a pattern represented as 2x10 signifies there are 2 lots of 10 continuous days or 2x2 continuous weeks practicum time. Similarly, a 1x5 pattern signifies 1 lot of 5 continuous days, etc.

Conversely, a 14x1 pattern signifies 14 lots of 1 day or 14 single unit days. Similarly, a 5x2 pattern signifies 5 lots of 2 days or 2 days a week for 5 weeks, etc.

* For the block practices in Years 1, 2 and 3 (*i.e.*, 1x5, 2x10, 1x10) student teachers do not attend School of Teacher Education lectures. However, if they cannot arrange similar exemption then they must attend evening lectures in WAITs other professional schools.

** The NCAE also offers an "Associated Student" approach to this course whereby UWA and WAIT students can voluntarily, and without timetable clashes, elect to complete 6+ weeks (31 days) practicum and two practicum related courses at NCAE during their degree courses at their respective institutions. On completion of their degrees these students then complete a conventional Dip.Ed.

* The general purpose of this component is to provide students with the opportunity to be involved in units of school-based research and development or curriculum design associated with their academic studies. However, students are also given the opportunity to continue the development of both their professional and classroom competencies, and, if they so elect, nominate to formally improve their recorded teaching mark (gained in the third year Block Practice) with a view to enhancing their employment opportunities.

TABLE 1.9 HOURS AND RELATIVE PROPORTIONS (%) OF TOTAL COURSEWORK TIME DEVOTED TO PROFESSIONAL AND ACADEMIC CONTENT STUDIES

	Institution	Course: Title	Course: Duration (years)	Total Course-work Hours	Professional Studies: hours	Professional Studies: (%)	Academic Content Studies: hours	Academic Content Studies: (%)
A: PRIMARY								
End-On	(Any)	Degree/Dip.Ed.	4	-	Estimated	(25)	Estimated	(75)
Concurrent	(CCAE	Dip.Tch.	3	1600	1180	(74)	420	(26)
	(CTC	Dip.Tch.	3	1425	1228	(86)	197	(14)
	(MLCAE	Dip.Tch.	3	1575	898	(57)	677	(43)
	(MU	B.A.(Ed.)	3	979	473	(48)	506	(52)
	(WAIT	Dip.Tch.	3	1237	603	(49)	634	(51)
B: SECONDARY								
End-On	(Any)	Degree/Dip.Ed.	4	-	Estimated	(25)	Estimated	(75)
Concurrent	(NCAE	Dip.Tch.	3	1505	397	(26)	1108	(74)
	(NCAE	B.Ed.	4	1925	565	(29)	1360	(71)
	(UWA	B.Ed.	4	1155	588	(51)	567	(49)
	(WAIT	B.Ed.	4	1689	856	(51)	833	(49)

TABLE 1.10 HOURS AND RELATIVE PROPORTIONS (%) OF PROFESSIONAL STUDIES TIME DEVOTED TO THEORY AND APPLICATION, SUBJECT-AREA METHODOLOGY, AND EDUCATION ELECTIVES

	Institution	Course: Title	Course: Duration (years)	Total Hours Professional Studies	Professional Studies Components: Theory and Application hrs	Theory and Application %	Subject-area Methodology hrs	Subject-area Methodology %	Education Electives hrs	Education Electives %
A: PRIMARY										
End-On	CTC	Dip.Ed.	1	460	180	(39)	280	(61)	0	
	UWA	Dip.Ed.	1	402	168	(42)	180	(45)	54	(13)
	WAIT	Dip.Ed.	1	361	225	(62)	136	(38)	0	
Concurrent	CCAE	Dip.Tch.	3	1180	309	(26)	619	(52)	252	(21)
	CTC	Dip.Tch.	3	1228	390	(32)	598	(49)	240	(20)
	MLCAE	Dip.Tch.	3	898	360	(40)	448	(50)	90	(10)
	MU	B.A.(Ed.)	3	473	195	(41)	200	(42)	78	(16)
	WAIT	Dip.Tch.	3	603	315	(52)	131	(22)	157	(26)
B: SECONDARY										
End-On	MU	Dip.Ed.	1	351	195	(56)	78	(22)	78	(22)
	NCAE	Dip.Ed.	1	288	140	(49)	96	(33)	52	(18)
	UWA	Dip.Ed.	1	372	278	(75)	94	(25)	0	
	WAIT	Dip.Ed.	1	360	225	(63)	135	(38)	0	
Concurrent	NCAE	Dip.Tch.	3	397	238	(60)	159	(40)	0	
	NCAE	B.Ed.	4	565	294	(52)	215	(38)	56	(10)
	UWA	B.Ed.	4	588	494	(84)	94	(16)	0	
	WAIT	B.Ed.	4	856	383	(45)	158*	(18)	315	(37)

* Includes 23 hours Methods Study (M) in Language Arts.

Discrepancies in Totals due to rounding.

TABLE 1.11 HOURS AND RELATIVE PROPORTIONS (%) OF TIME DEVOTED TO THEORY AND APPLICATION (WITHIN PROFESSIONAL STUDIES)

	Institution	Course: Title	Course: Duration (years)	Total Hours on Theory and Application	Theory: hrs	Theory: (%)	Application: hrs	Application: (%)
A: PRIMARY								
End-On	CTC	Dip.Ed.	1	180	120	(67)	60	(33)
	UWA	Dip.Ed.	1	168	88	(52)	80	(48)
	WAIT	Dip.Ed.	1	225	165	(73)	60	(27)
Concurrent	CCAE	Dip.Tch.	3	309	213	(69)	96	(31)
	CTC	Dip.Tch.	3	390	270	(69)	120	(31)
	MLCAE	Dip.Tch.	3	360	225	(63)	135	(37)
	MU	B.A.(Ed.)	3	195	100	(51)	95	(49)
	WAIT	Dip.Tch.	3	315	210	(67)	105	(33)
B: SECONDARY								
End-On	MU	Dip.Ed.	1	195	100	(51)	95	(49)
	NCAE	Dip.Ed.	1	140	103	(74)	37	(26)
	UWA	Dip.Ed.	1	278	216	(78)	62	(22)
	WAIT	Dip.Ed.	1	225	165	(73)	60	(27)
Concurrent	NCAE	Dip.Tch.	3	238	175	(74)	63	(26)
	NCAE	B.Ed.	4	294	197	(67)	97	(33)
	UWA	B.Ed.	4	494	432	(87)	62	(13)
	WAIT	B.Ed.	4	383	228	(60)	155	(40)

TABLE 1.12 HOURS AND RELATIVE PROPORTIONS (%) OF COMPULSORY SUBJECT-AREA METHODOLOGY TIME DEVOTED TO SPECIFIC SUBJECT AREAS -- PRIMARY COURSES ONLY

Subject Areas	Dip.Ed. (End-on, 1-year)			Dip.Teach./B.A.(Ed.) (Concurrent, 3-years)				
	CTC Hours (%)	UWA Hours (%)	WAIT Hours (%)	CCAE Hours (%)	CTC Hours (%)	MLCAE Hours (%)	MU Hours (%)	WAIT Hours (%)
Mathematics	30 (11)	30 (17)	23 (17)	78 (13)	38 (6)	75 (17)	33 (17)	15 (12)
Social Studies	30 (11)	30 (17)	23 (17)	64 (10)	75 (13)	68 (15)	17 (9)	23 (18)
Science	30 (11)	30 (17)	12 (9)	72 (12)	75 (13)	50 (11)	17 (9)	10 (8)
Art/Craft	30 (11)	0	12 (9)	42 (7)	75 (13)	60 (13)	50 (25)	20 (15)
Music	30 (11)	0	12 (9)	50 (8)	45 (8)	15 (3)	25 (13)	
Phys.Ed./Health, Recreation, etc.	40 (14)	0	9 (7)	68 (11)	70 (12)	30 (7)	25 (13)	10 (8)
Ed.Tech./Media	0	0	0	14 (2)	0	0	0	0
Reading	30 (11)	30 (17)	N/A	85 (14)	100 (17)	62 (14)	N/A	30 (23)
Language Arts (excluding Reading)	60 (21)	60 (33)	N/A	146 (24)	120 (20)	88 (20)	N/A	23 (18)
Language Arts (including Reading)	N/A	N/A	45 (33)	N/A	N/A	N/A	33 (17)	N/A
Total Hours (100%)	280	180	136	619	598	448	200	131

Discrepancies in Totals due to rounding.

TABLE 1.13 HOURS AND RELATIVE PROPORTIONS (%) OF TIME DEVOTED TO COMPULSORY SUBJECT-AREA METHODOLOGY STUDIES IN SECONDARY PRE-SERVICE COURSES (WITHIN PROFESSIONAL STUDIES)

	Course								
	Institution	Title	Duration (in years)	General		Major Area		Minor Area		Total Hours (100%)
				Hours	(%)	Hours	(%)	Hours	(%)	
End-on	MU	Dip.Ed.	1	39	(33)	39	(33)	39	(33)	117
	NCAE	Dip.Ed.	1	48	(33)	48	(33)	48	(33)	144
	UWA	Dip.Ed.	1	62	(40)	66	(42)	28	(18)	156
	WAIT	Dip.Ed.	1	90	(40)	90	(40)	45	(20)	225
Concurrent	NCAE	Dip.Teach.	3	84	(35)	99	(41)	60	(25)	243
	NCAE	B.Ed.	4	84	(28)	155	(52)	60	(20)	299
	UWA	B.Ed.	4	62	(40)	66	(42)	28	(18)	156
	WAIT	B.Ed.	4	136	(46)	90	(31)	68*	(23)	294

Discrepancies in Totals due to rounding.

*Includes 23 hours Methods Study (M) in Language Arts.

TABLE 1.14 HOURS AND RELATIVE PROPORTIONS (%) OF TIME DEVOTED TO ACADEMIC CONTENT STUDIES AND SUBJECT-AREA METHODOLOGY -- CONCURRENT COURSES ONLY

	Institution	Course: Title	Course: Duration (in years)	Total Hours on Academic Content Studies and Teaching-Subject Methodology	Academic Content Studies: hours	Academic Content Studies: %	Teaching-Subject Methodology: hours	Teaching-Subject Methodology: %
A: PRIMARY								
	CCAE	Dip.Teach.	3	1039	420	(40)	619	(60)
	CTC	Dip.Teach.	3	795	197	(25)	598	(75)
	MLCAE	Dip.Teach.	3	1125	677	(60)	448	(40)
	MU	B.A.(Ed.)	3	706	506	(72)	200	(28)
	WAIT	Dip.Teach.	3	765	634	(83)	131	(17)
B: SECONDARY								
	NCAE	Dip.Teach.	3	1267	1108	(87)	159	(13)
	NCAE	B.Ed.	4	1575	1360	(86)	215	(14)
	UWA	B.Ed.	4	661	567	(86)	94	(14)
	WAIT	B.Ed.	4	991	833	(84)	158*	(16)

* Includes 23 hours Methods Study (M) in Language Arts.

TABLE 1.15 HOURS AND RELATIVE PROPORTIONS (%) OF ACADEMIC CONTENT STUDIES TIME DEVOTED TO GENERAL STUDIES, PERSONAL NUMERACY AND LITERACY, AND NON-EDUCATION ELECTIVES -- CONCURRENT COURSES ONLY

	Institution	Course: Title	Course: Duration (years)	Total Hours Academic Content Studies	Academic Content Studies: General Studies hrs	General Studies %	Personal Numeracy & Literacy hrs	Personal Numeracy & Literacy %	Non-Education Electives hrs	Non-Education Electives %
A: PRIMARY										
	CCAE	Dip.Tch.	3	420	168	(40)	*		252	(60)
	CTC	Dip.Tch.	3	197	167	(85)	30	(15)	0	
	MLCAE	Dip.Tch.	3	677	197	(29)	30	(4)	450	(66)
	MU	B.A.(Ed.)	3	506	38	(8)	*		468	(92)
	WAIT	Dip.Tch.	3	634	94	(15)	0		540	(85)
B: SECONDARY										
	NCAE	Dip.Tch.	3	1108	892	(81)	28	(3)	188	(17)
	NCAE	B.Ed.	4	1360	976	(72)	28	(2)	356	(26)
	UWA	B.Ed.	4	567	567	(100)	0		0	
	WAIT	B.Ed.	4	833	698	(84)	0		135	(16)

Discrepancies in Totals due to rounding.

* These institutions, though not setting aside a specific time allocation for personal numeracy and literacy, require their student teachers to take compulsory diagnostic tests, and remediation if necessary.

TABLE 1.16 HOURS AND RELATIVE PROPORTIONS (%) OF COMPULSORY GENERAL ACADEMIC CONTENT STUDIES TIME DEVOTED TO SPECIFIC SUBJECT AREAS -- PRIMARY COURSES ONLY

Subject Areas	Dip.Ed. (End-on, 1-year)			Dip.Teach./B.A.(Ed.) (Concurrent, 3-years)				
	CTC Hours (%)	UWA Hours (%)	WAIT Hours (%)	CCAE Hours (%)	CTC Hours (%)	MLCAE Hours (%)	MU Hours (%)	WAIT Hours (%)
Maths	0	0	0	20 (12)	37 (22)	0	6 (16)	15 (16)
Social Studies	0	0	0	20 (12)	0	67 (34)	3 (8)	22 (23)
Science	0	0	0	12 (7)	0	25 (13)	3 (8)	5 (5)
Art/Craft	0	0	0	42 (25)	0	0	10 (26)	)
Music	0	0	0	34 (20)	30 (18)	15 (8)	5 (13)	)10 (11))
Phys.Ed./Health, Recreation, etc.	20 (57)	0	0	16 (10)	20 (12)	30 (15)	5 (13)	5 (5)
Ed.Tech./Media	15 (43)	0	0	14 (8)	15 (9)	0	0	0
Reading	0	0	0	0	35 (21)	0	N/A	10 (11)
Language Arts (excluding Reading)	0	0	0	10 (6)	30 (18)	60 (30)	N/A	27 (29)
Language Arts (including Reading)	0	0	0	0	N/A	0	6 (16)	N/A
Total Hours (100%)	35	0	0	168	167	197	38	94

Discrepancies in Totals due to rounding.

TABLE 1.17 HOURS AND RELATIVE PROPORTIONS (%) OF TIME DEVOTED TO COMPULSORY ACADEMIC CONTENT STUDIES IN SECONDARY PRE-SERVICE COURSES -- CONCURRENT COURSES ONLY

	Course		Content Studies						
			Major Area		Minor Area		Other		Total Hours
Institution	Title	Duration (in years)	Hours	(%)	Hours	(%)	Hours	(%)	(100%)
NCAE	Dip.Teach.	3	630	(68)	234	(25)	56	(6)	920
NCAE	B.Ed.	4	714	(71)	234	(23)	56	(6)	1004
UWA	B.Ed.	4	405	(71)	162	(29)	0		567
WAIT	B.Ed.	4	360	(52)	315	(45)	23	(3)	698

Discrepancies in Totals due to rounding.

TABLE 1.18 SUMMARY TABLE -- PROPORTIONS OF TIME DEVOTED TO MAJOR COMPONENTS OF EACH PRIMARY AND SECONDARY PRE-SERVICE COURSE

	Course			Compulsory Studies									
				Prescribed						Elective			
	Institution	Title	Duration (in years)	Practicum	Professional Studies* Theory	Professional Studies* Application	Subject Methodology	Subject Content+	Sub Total	Educ.	Non-Educ.	Sub Total	Total
PRIMARY	CTC	Dip.Ed.	4	9	4	2	9	76	100	0	0	0	100
	UWA	Dip.Ed.	4	6	4	4	9	75	98	3	0	3	101
	WAIT	Dip.Ed.	4	9	7	3	6	75	100	0	0	0	100
	CCAE	Dip.Teach.	3	21	10	4	31	9	75	12	12	24	99
	CTC	Dip.Teach.	3	19	15	7	34	11	86	14	0	14	100
	MLCAE	Dip.Teach.	3	19	12	7	23	12	73	5	23	28	101
	MU	B.A.(Ed.)	3	17	8	8	17	3	53	7	40	47	100
	WAIT	Dip.Teach.	3	20	14	7	8	6	55	10	35	45	100
SECONDARY	NCAE	Dip.Teach.	3	17	10	3	8	51	89	0	10	10	99
	NCAE	B.Ed.	4	17	8	4	10	43	82	2	15	17	99
	UWA	B.Ed.	4	12	33	5	7	43	100	0	0	0	100
	WAIT	B.Ed.	4	16	11	8	7	35	77	16	7	23	100
	MU	Dip.Ed.	4	7	5	5	4	75	96	4	0	4	100
	NCAE	Dip.Ed.	4	7	6	2	5	77	97	3	1	4	101
	UWA	Dip.Ed.	4	7	10	3	5	75	100	0	0	0	100
	WAIT	Dip.Ed.	4	9	7	3	6	75	100	0	0	0	100

Discrepancies in Totals due to rounding.

* Excludes Subject Methodology Studies.

\+ All Dip.Ed. courses are assumed to have a minimum subject content time of 75%, based on a normal three-year undergraduate degree. Electives refer to those units taken during the Dip.Ed. year only.

2. QUALIFICATIONS AND OTHER CHARACTERISTICS OF STAFF IN THE TEACHER EDUCATION INSTITUTIONS

INTRODUCTION

2.1 Submissions to the Inquiry, particularly those from teachers and others involved directly with schools, expressed concern about the nature, duration, and recency of school experience among teacher education staff. This chapter, based on data obtained from a questionnaire survey of all teacher education staff in the seven institutions, examines these concerns. The many tables prepared by the Committee for its own analysis are presented. When viewing the tables the following points should be kept in mind.

(a) Throughout the tables, distinction is made between institutions offering self-contained courses and those offering integrated courses. In self-contained courses, students undertake all of their studies (academic content included) wholly within a teacher education environment and in the sole company of fellow prospective teachers. Institutions offering such courses are Churchlands, Mount Lawley, Claremont Teachers and Nedlands Colleges. In integrated courses, the prospective teachers take only their professional studies in the school/faculty of teacher education, while their academic content studies are taken in other schools/faculties and with students in other programmes or professional fields in the same institution. Such integration in the preparation of teachers is provided by Murdoch University, the University of Western Australia and the Institute of Technology.

(b) The tables refer to all full-time teacher education staff in each of the institutions. In those offering self-contained courses this means essentially all academic staff of the institutions (with

the exception of those staff involved in Business Studies at Churchlands) and all of the academic staff with whom students come in contact during their pre-service training. In institutions with integrated courses the tables refer only to those staff involved in units or other work specific to teacher education; they do not include staff of the other academic disciplines in which the student teachers pursue their academic content studies.

(c) Murdoch University's pre-service Bachelor of Arts (Education) is a three-year concurrent course, comparable in structure to the three-year, pre-service Diploma of Teaching offered by other institutions.

(d) For the purposes of this chapter, institutions with self-contained courses will be referred to collectively as the college sector.

(e) The information on which these tables were based was, in places, incomplete. Though most missing or conflicting data were obtained or clarified by a second administration of the questionnaire to the respondents concerned, some minor discrepancies remained and can be seen by comparing certain sub-totals in some of the tables. These discrepancies, however, are not serious and do not affect significantly the basic trends evident in the findings.

STAFF NUMBERS

2.2 Table 2.1 shows the proportions of each institution's full-time academic staff who are employed on permanent (i.e. tenured) and temporary contracts. Temporary full-time staff are defined as those employed on full-time, short-term contracts, with appointments limited usually to three years duration.

2.3 About 20% of all full-time staff for the institutions as a group are temporary. The relatively high proportion of temporary staff at Murdoch University reflects that institution's deliberate policy of securing short-term secondment of experienced teachers from local schools for the tutor-supervisor teams involved in practice supervision.

ACADEMIC QUALIFICATIONS

2.4 Table 2.2 provides an analysis of the highest qualifications in education that are held by full-time teacher education staff in the different institutions. The data generally support the claim from the college sector institutions that almost all of their academic staff are teacher trained; only 6% of all staff in these institutions do not hold a formal teaching qualification. However, around one-quarter (26%) of all college sector staff reported holding nothing higher than a UG2 (or equivalent) qualification in education.

2.5 At the same time, the data also support generally the claim from WAIT and the two universities (particularly by the University of Western Australia) that their teacher education staff have substantially higher academic qualifications as is appropriate to the theoretical and research orientations of their courses.

2.6 Table 2.3 provides a similar analysis of the highest academic qualifications (non-education) held by staff in the college sector. Of interest in this instance is the proportion of total staff who hold advanced level qualifications in a subject discipline, since academic content studies are provided in these institutions by teacher education staff. Comparable analyses cannot be provided for WAIT and the two universities since no data were obtained on qualifications held by staff in the schools/faculties responsible for providing student teachers' academic content studies.

2.7 As can be seen from Table 2.3, a little over one-third (35%) of all staff in the college sector hold academic content (non-education) qualifications at the level of honours degree or higher.

2.8 Table 2.4 refers to 'higher qualifications' (i.e. Masters level or higher) in education. The issue of interest is the claim by some submissioners that all teacher education staff should hold advanced level qualifications in education. From Table 2.4 it can be seen that around one-third (32%) of all staff in the college sector hold a Master's Degree or higher qualification in education. As would be expected the proportion is substantially higher (67% overall) in the other institutions.

2.9 Table 2.5 shows the same data, but expressed in this instance as percentages separately of total permanent staff and total temporary staff. Here again (as indicated in paragraph 2.3) the relatively low proportion (30%) of Murdoch University's temporary staff holding higher qualifications reflects that institution's emphasis on secondment of practising teachers for its tutor supervision scheme. Murdoch University shows the highest proportion (86%) of permanent staff with higher qualifications in education.

TERTIARY TEACHING EXPERIENCE

2.10 Tables 2.6 and 2.7 concern the extent of local, other Australian, and overseas tertiary teaching experience reported by teacher education staff in the seven institutions. Table 2.6 displays the duration of this teaching experience; Table 2.7 indicates the proportions of staff in the seven institutions who reported three or more years of tertiary teaching experience.

SCHOOL EXPERIENCE OF TEACHER EDUCATION STAFF

2.11 The remaining tables (2.8 to 2.30) are concerned with the duration and recency of school experience gained in Western Australia, in other Australian states and in schools overseas.

(a) Table 2.8 shows the numbers and proportions of teacher education staff with no school experience.

(b) Table 2.9 shows the school experience of those teacher education staff who are not trained teachers. Table 2.10 shows the recency of this experience.

(c) Tables 2.11 to 2.17 show the length and recency of school experience of all full-time academic staff. A distinction is made between school experience gained in schools in Western Australia, in other Australian states, and overseas.

(d) Tables 2.18 to 2.22 are composites or summaries based on Tables 2.11 to 2.17. They indicate the period of most recent school experience of all staff who reported some experience in schools, whether Western Australian or other.

(e) Tables 2.23 and 2.24 examine the length and recency of school experience of those staff with higher qualifications in Education (i.e. Masters Degree or higher). Again, separate reference is made to experience gained in Western Australia, other Australian and overseas schools.

(f) Tables 2.25 and 2.26 show the length and recency of school experience reported by those full-time staff who spend twenty percent or more of their formal assigned time lecturing in methodology studies.

(g) Tables 2.27 and 2.28 show the length and recency of school experience of those full-time staff who spend at least some

formal time supervising teaching practice. Tables 2.29 and 2.30 do the same for those who spend twenty percent or more of their time supervising teaching practice.

TABLE 2.1 NUMBERS AND PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Permanent		Temporary	
		N	%	N	%
Churchlands	106	82	77	24	23
Claremont	67	56	84	11	16
Mt Lawley	121	101	84	20	17
Nedlands	121	103	85	18	15
Overall	415	342	82	73	18

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Permanent		Temporary	
		N	%	N	%
Murdoch	24	14	58	10	42
UWA	25	22	88	3	12
WAIT	32	27	84	5	16
Overall	81	63	78	18	22

TABLE 2.2 HIGHEST ACADEMIC QUALIFICATIONS IN EDUCATION -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Highest Academic Qualification (Education)																					
		Nil		TC		THC		Dip/ Teach		Dip. Ed.		B.A. (Ed.)		B.A. (Ed.) Hons.		B.Ed.		B.Ed. Hons.		M.Ed. (or equi- valent)		Ph.D. Ed.D.	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Churchlands	106	3	3	7	7	10	9	10	9	16	15	5	5	-	-	13	12	3	3	25	23	14	13
Claremont	67	4	6	3	4	3	4	6	9	13	19	1	1	-	-	12	18	-	-	21	31	4	6
Mount Lawley	121	4	3	3	2	12	10	3	2	28	23	3	2	2	2	22	18	4	3	30	25	10	8
Nedlands	121	12	10	8	7	11	9	4	3	26	21	2	2	-	-	24	20	2	2	26	21	6	5
Overall	415	23	6	21	5	36	9	23	6	83	20	11	3	2	0.5	71	17	9	2	102	24	34	8

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Highest Academic Qualification (Education)																					
		Nil		TC		THC		Dip/ Teach		Dip. Ed.		B.A. (Ed.)		B.A. (Ed.) Hons.		B.Ed.		B.Ed. Hons.		M.Ed. (or equi- valent)		Ph.D. Ed.D.	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Murdoch	24	-	-	-	-	1	4	-	-	5	21	1	4	1	4	1	4	-	-	3	13	12	50
UWA	25	3	12	-	-	-	-	1	4	-	-	-	-	-	-	1	4	-	-	6	24	14	56
WAIT	32	2	6	3	9	-	-	2	6	2	6	-	-	-	-	2	6	2	6	9	28	10	31
Overall	81	5	6	3	4	1	1	3	4	7	9	1	1	1	1	4	5	2	2	18	22	36	44

TABLE 2.3 HIGHEST NON-EDUCATION ACADEMIC QUALIFICATIONS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Less Than or Nil		Pass Degree		Honours Degree		Masters Degree		Doctoral Degree	
		N	%	N	%	N	%	N	%	N	%
Churchlands	106	36	34	36	34	9	8	21	20	4	4
Claremont	67	17	25	28	42	5	7	14	21	3	4
Mt Lawley	121	35	29	39	32	17	14	24	20	6	5
Nedlands	121	29	24	51	42	10	8	23	19	8	7
Overall	415	117	28	154	37	41	10	82	20	21	5

TABLE 2.4 HIGHER QUALIFICATION* IN EDUCATION -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Higher Qualification in Education					
		Higher Qualified Staff		Higher Qualified Permanent Staff		Higher Qualified Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	39	37	35	33	4	4
Claremont	67	25	37	23	34	2	3
Mt Lawley	121	40	33	35	28	5	4
Nedlands	121	32	25	29	24	3	2
Overall	415	136	32	122	29	14	3

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Higher Qualification in Education					
		Higher Qualified Staff		Higher Qualified Permanent Staff		Higher Qualified Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	15	63	12	50	3	13
UWA	25	20	80	18	72	2	8
WAIT	32	19	59	16	50	3	9
Overall	81	54	67	46	57	8	10

* Masters Degree or higher.

TABLE 2.5 HIGHER QUALIFICATION* IN EDUCATION -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Permanent Staff Total	Higher Qualification in Education Permanent Staff		Temporary Staff Total	Higher Qualification in Education Temporary Staff	
		N	%		N	%
Churchlands	82	35	43	24	4	17
Claremont	56	23	41	11	2	18
Mount Lawley	101	35	35	20	5	25
Nedlands	103	29	28	18	3	17
Overall	342	122	36	73	14	19

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Higher Qualification in Education Permanent Staff		Temporary Staff Total	Higher Qualification in Education Temporary Staff	
		N	%		N	%
Murdoch	14	12	86	10	3	30
UWA	22	18	82	3	2	67
WAIT	27	16	59	5	3	60
Overall	63	46	73	18	8	44

* Masters Degree or higher.

TABLE 2.6a TERTIARY TEACHING EXPERIENCE -- WESTERN AUSTRALIA -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	106	16	15	29	27	39	37	22	21
Claremont	67	7	10	12	18	32	48	16	24
Mount Lawley	121	14	12	22	18	57	47	28	23
Nedlands	121	16	13	33	27	53	44	19	16
Overall	415	53	13	96	23	181	44	85	20

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	24	8	33	12	50	4	17	-	-
UWA	25	1	4	9	36	10	40	5	20
WAIT	32	6	19	16	50	7	22	3	9
Overall	81	15	19	37	46	21	26	8	10

TABLE 2.6b TERTIARY TEACHING EXPERIENCE -- OTHER AUSTRALIAN STATLS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	106	6	6	1	1	2	2	-	-
Claremont	67	5	7	-	-	-	-	-	-
Mount Lawley	121	1	1	2	2	6	5	1	1
Nedlands	121	7	6	6	5	1	1	1	1
Overall	415	19	5	9	2	9	2	2	1

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	24	2	8	3	13	1	4	-	-
UWA	25	3	12	1	4	-	-	-	-
WAIT	32	1	3	2	6	2	6	-	-
Overall	81	6	7	6	7	3	4	-	-

TABLE 2.6c TERTIARY TEACHING EXPERIENCE -- OVERSEAS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	106	15	14	8	8	5	5	4	4
Claremont	67	5	7	6	9	2	3	1	1
Mount Lawley	121	11	9	5	4	3	2	4	3
Nedlands	121	9	7	2	2	3	2	5	4
Overall	415	40	10	21	5	13	3	14	3

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with Tertiary Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	24	6	25	5	20	-	-	-	-
UWA	25	4	16	4	16	3	12	1	4
WAIT	32	6	19	5	16	3	9	3	9
Overall	81	16	20	14	17	6	7	4	5

TABLE 2.7a TERTIARY TEACHING EXPERIENCE -- WESTERN AUSTRALIA -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	91	86	81	76	10	9
Claremont	67	60	89	55	82	5	7
Mount Lawley	121	107	88	97	52	10	5
Nedlands	121	105	87	97	80	8	7
Overall	415	363	87	330	80	33	8

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	16	67	10	42	6	25
UWA	25	24	96	21	84	3	12
WAIT	32	26	81	23	72	3	9
Overall	81	66	81	54	67	12	15

[1]'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.7b TERTIARY TEACHING EXPERIENCE -- OTHER AUSTRALIAN STATES -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	3	3	3	3	-	-
Claremont	67	-	..	-	..	-	-
Mount Lawley	121	9	7	6	5	3	2
Nedlands	121	8	7	7	6	1	1
Overall	415	20	5	16	4	4	1

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	4	17	4	17	-	-
UWA	25	1	4	1	4	-	-
WAIT	32	4	13	4	13	-	-
Overall	81	9	11	9	11	-	-

[1]'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.7c TERTIARY TEACHING EXPERIENCE -- OVERSEAS -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	17	16	14	13	3	3
Claremont	67	9	13	8	12	1	1
Mount Lawley	121	12	10	11	9	1	1
Nedlands	121	10	8	9	7	1	1
Overall	415	48	12	42	10	6	1

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	5	20	4	17	1	4
UWA	25	8	32	8	32	-	-
WAIT	32	11	34	8	25	3	9
Overall	81	24	30	20	25	4	5

[1]'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.8 FULL-TIME ACADEMIC STAFF WITH NO SCHOOL EXPERIENCE

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	No School Experience	
		N	%
Churchlands	106	4	4
Claremont	67	2	3
Mount Lawley	121	6	5
Nedlands	121	11	9
Overall	415	23	6

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	No School Experience	
		N	%
Murdoch	24	2	8
UWA	25	4	16
WAIT	32	3	9
Overall	81	9	11

TABLE 2.9a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	4	3	75	-	-	-	-	1	25	-	-
Claremont	5	3	60	-	-	-	-	-	-	2	40
Mount Lawley	7	5	71	1	14	-	-	1	14	-	-
Nedlands	11	10	91	-	-	-	-	-	-	1	9
Overall	27	21	78	1	4	-	-	2	7	3	11

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	3	3	100	-	-	-	-	-	-	-	-
UWA	3	3	100	-	-	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-	-	-
Overall	9	9	100	-	-	-	-	-	-	-	-

TABLE 2.9b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	4	4	100	-	-	-	-	-	-	-	-
Claremont	5	5	100	-	-	-	-	-	-	-	-
Mount Lawley	7	6	86	1	14	-	-	-	-	-	-
Nedlands	11	10	91	1	9	-	-	-	-	-	-
Overall	27	25	93	2	7	-	-	-	-	-	-

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	3	2	67	-	-	1	33	-	-	-	-
UWA	3	3	100	-	-	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-	-	-
Overall	9	8	89	-	-	1	11	-	-	-	-

TABLE 2.9c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	4	4	100	-	-	-	-	-	-	-	-
Claremont	5	4	80	1	20	-	-	-	-	-	-
Mount Lawley	7	5	71	1	14	1	14	-	-	-	-
Nedlands	11	8	73	3	27	-	-	-	-	-	-
Overall	27	21	78	5	19	1	4	-	-	-	-

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with no school experience		Staff with School Teaching Experience Totalling							
				Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	3	3	100	-	-	-	-	-	-	-	-
UWA	3	3	100	-	-	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-	-	-
Overall	9	9	100	-	-	-	-	-	-	-	-

TABLE 2.10a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	4	3	75	1	25	-	-	-	-
Claremont	5	3	60	-	-	2	40	-	-
Mount Lawley	7	5	71	-	-	2	29	-	-
Nedlands	11	10	91	-	-	1	9	-	-
Overall	27	21	78	1	4	5	19	-	-

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	3	3	100	-	-	-	-	-	-
UWA	3	3	100	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-
Overall	9	9	100	-	-	-	-	-	-

TABLE 2.10b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	4	4	100	-	-	-	-	-	-
Claremont	5	5	100	-	-	-	-	-	-
Mount Lawley	7	6	86	-	-	1	14	-	-
Nedlands	11	10	91	-	-	-	-	1	9
Overall	27	25	93	-	-	1	4	1	4

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	3	2	67	-	-	1	33	-	-
UWA	3	3	100	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-
Overall	9	8	89	-	-	1	11	-	-

TABLE 2.10c PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	4	4	100	-	-	-	-	-	-
Claremont	5	4	80	-	-	1	20	-	-
Mount Lawley	7	5	71	-	-	1	14	1	14
Nedlands	11	8	73	-	-	-	-	3	27
Overall	27	21	78	-	-	2	7	4	15

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	3	3	100	-	-	-	-	-	-
UWA	3	3	100	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-
Overall	9	9	100	-	-	-	-	-	-

TABLE 2.10d PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- FULL-TIME ACADEMIC STAFF WHO ARE NOT TRAINED TEACHERS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	4	3	75	1	25	-	-	-	-
Claremont	5	2	40	-	-	3	60	-	-
Mount Lawley	7	3	43	-	-	3	43	1	14
Nedlands	11	8	73	-	-	1	9	2	18
Overall	27	16	59	1	4	7	26	3	11

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total (No teacher training)	Staff with No School Experience		Staff with Period of Most Recent School Experience: Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	3	2	67	-	-	1	33	-	-
UWA	3	3	100	-	-	-	-	-	-
WAIT	3	3	100	-	-	-	-	-	-
Overall	9	8	89	-	-	1	11	-	-

TABLE 2.11a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- ALL FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with WA School Experience Totalling				
		0 years (%)	1-2 years	3-5 years	6-10 years	More than 10 years
Churchlands	106	37 (35)	7	15	25	22
Claremont	67	12 (18)	1	11	17	26
Mount Lawley	121	29 (24)	10	22	29	31
Nedlands	121	32 (26)	12	13	27	37
Overall	415	110 (27)	30 (7)	61 (15)	98 (24)	116 (28)

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with WA School Experience Totalling				
		0 years (%)	1-2 years	3-5 years	6-10 years	More than 10 years
Murdoch	24	11 (46)	1	6	4	2
UWA	25	14 (56)	2	6	1	2
WAIT	32	18 (56)	1	3	5	5
Overall	81	43 (53)	4 (5)	15 (19)	10 (12)	9 (11)

TABLE 2.11b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- ALL FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with School Experience Totalling				
		0 years (%)	1-2 years	3-5 years	6-10 years	More than 10 years
Churchlands	106	86 (81)	6	6	5	3
Claremont	67	60 (90)	3	2	1	1
Mount Lawley	121	103 (85)	5	8	2	3
Nedlands	121	103 (85)	7	3	6	2
Overall	415	352 (85)	21 (5)	19 (5)	14 (3)	9 (2)

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with School Experience Totalling				
		0 years (%)	1-2 years	3-5 years	6-10 years	More than 10 years
Murdoch	24	15 (63)	5	3	1	0
UWA	25	22 (88)	1	1	1	0
WAIT	32	23 (72)	3	5	1	0
Overall	81	60 (74)	9 (11)	9 (11)	3 (4)	0 (0)

TABLE 2.11c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- ALL FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with School Experience Totalling					
		0 years	(%)	1-2 years	3-5 years	6-10 years	More than 10 years
Churchlands	106	62	(58)	12	7	15	10
Claremont	67	48	(72)	13	3	2	1
Mount Lawley	121	87	(72)	16	8	5	5
Nedlands	121	87	(72)	16	7	7	4
Overall	415	284	(68)	57 (14)	25 (6)	29 (7)	20 (5)

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with School Experience Totalling					
		0 years	(%)	1-2 years	3-5 years	6-10 years	More than 10 years
Murdoch	24	16	(67)	3	3	1	1
UWA	25	15	(60)	4	3	2	1
WAIT	32	19	(60)	3	2	4	4
Overall	81	50	(62)	10 (12)	8 (10)	7 (9)	6 (7)

TABLE 2.12a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	62	58	48	45	14	13
Claremont	67	54	81	48	72	6	9
Mount Lawley	121	82	68	70	58	12	10
Nedlands	121	77	64	70	58	7	6
Overall	415	275	66	236	57	39	9

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	12	50	4	17	8	33
UWA	25	9	36	6	24	3	12
WAIT	32	13	41	11	34	2	6
Overall	81	34	42	21	26	13	16

[1] 'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.12b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff[1]		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	14	13	11	10	3	3
Claremont	67	4	6	2	3	2	3
Mount Lawley	121	13	11	8	7	5	4
Nedlands	121	11	9	8	7	3	2
Overall	415	42	10	29	7	13	3

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff[1]		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	4	17	4	17	-	-
UWA	25	2	8	2	8	-	-
WAIT	32	6	18	6	18	-	-
Overall	81	12	15	12	15	-	-

[1] 'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.12c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	32	30	24	22	8	8
Claremont	67	6	9	4	6	2	3
Mount Lawley	121	18	15	16	13	2	2
Nedlands	121	18	15	14	12	4	3
Overall	415	74	18	58	14	16	4

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced[1] Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	5	21	3	13	2	8
UWA	25	6	24	6	24	-	-
WAIT	32	10	31	7	22	3	9
Overall	81	21	26	16	20	5	6

[1]'Experienced', in this context, implies three or more years of tertiary experience.

TABLE 2.13a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with WA School Experience		Staff with Period of Most Recent WA School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Churchlands	106	66	62	9	8	6	6	29	27	22	21
Claremont	67	55	82	6	9	1	1	28	41	20	30
Mount Lawley	121	93	77	14	12	6	5	37	31	36	30
Nedlands	121	91	75	8	7	17	14	45	37	21	17
Overall	415	305	73	37	9	30	7	139	33	99	24

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with WA School Experience		Staff with Period of Most Recent WA School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Murdoch	24	13	54	1	4	7	29	1	4	4	17
UWA	25	12	48	1	4	-	-	5	20	6	24
WAIT	32	16	50	3	9	2	6	8	25	3	9
Overall	81	41	51	5	6	9	11	14	17	13	16

TABLE 2.13b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with School Experience in other Australian States		Staff with Period of Most Recent School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Churchlands	106	20	19	1	1	3	3	8	8	8	8
Claremont	67	7	10	2	3	1	1	-	-	4	6
Mount Lawley	121	18	15	-	-	1	1	8	7	9	7
Nedlands	121	17	14	-	-	4	3	8	7	5	4
Overall	415	62	15	3	1	9	2	24	6	26	6

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with School Experience in other Australian States		Staff with Period of Most Recent School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Murdoch	24	9	38	-	-	2	8	4	17	3	13
UWA	25	3	12	-	-	-	-	-	-	3	12
WAIT	32	9	28	-	-	-	-	6	19	3	9
Overall	81	21	26	-	-	2	2	10	12	9	11

TABLE 2.13c PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with Overseas School Experience		Staff with Period of Most Recent School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Churchlands	106	45	42	4	4	8	8	13	12	20	19
Claremont	67	19	28	1	1	3	4	5	7	10	15
Mount Lawley	121	36	30	3	2	2	2	11	9	20	17
Nedlands	121	34	28	3	2	3	2	7	6	21	17
Overall	415	134	32	11	3	16	4	36	9	71	17

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with Overseas School Experience		Staff with Period of Most Recent School Experience							
				Within the past 2 years		Within the past 3-5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%	N	%
Murdoch	24	8	33	-	-	-	-	6	25	2	8
UWA	25	10	40	-	-	1	4	3	12	6	24
WAIT	32	14	44	1	3	1	3	4	13	8	25
Overall	81	32	40	1	1	2	2	13	16	16	20

TABLE 2.14a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	15	14	1	1	14	13
Claremont	67	7	10	3	4	4	6
Mount Lawley	121	20	17	10	8	10	8
Nedlands	121	25	21	17	14	8	7
Overall	415	67	16	31	7	36	9

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	8	33	1	4	7	29
UWA	25	1	4	-	-	1	4
WAIT	32	5	16	3	9	2	6
Overall	81	14	17	4	5	10	12

TABLE 2.14b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	4	4	-	-	4	4
Claremont	67	3	4	1	1	2	3
Mount Lawley	121	1	1	-	-	1	1
Nedlands	121	4	3	1	1	3	2
Overall	415	12	3	2	1	10	2

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	2	8	1	4	1	4
UWA	25	-	-	-	-	-	-
WAIT	32	-	-	-	-	-	-
Overall	81	2	1	1	1	1	1

TABLE 2.14c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	12	11	9	8	3	3
Claremont	67	4	6	4	6	-	-
Mount Lawley	121	5	4	4	3	1	1
Nedlands	121	6	5	5	4	1	1
Overall	415	27	7	22	5	5	1

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	-	-	-	-	-	-
UWA	25	1	4	1	4	-	-
WAIT	32	2	6	1	3	1	3
Overall	81	3	4	2	2	1	1

TABLE 2.15a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES.

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		%	%
Churchlands	82	1	1	24	14	58
Claremont	56	3	5	11	4	36
Mount Lawley	101	10	10	20	10	50
Nedlands	103	17	17	18	8	44
Overall	342	31	9	73	36	49

INSTITUTIONS WITH INTEGRATED COURSES.

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	1	7	10	7	70
UWA	22	-	-	3	1	33
WAIT	27	3	11	5	2	40
Overall	63	4	6	18	10	56

TABLE 2.15b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	-	-	24	4	17
Claremont	56	1	2	11	2	18
Mount Lawley	101	-	-	20	1	5
Nedlands	103	1	1	18	3	17
Overall	342	2	1	73	10	14

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	1	7	10	1	10
UWA	22	-	-	3	-	-
WAIT	27	-	-	5	-	-
Overall	63	1	2	18	1	6

TABLE 2.15c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	9	11	24	3	13
Claremont	56	4	7	11	-	-
Mount Lawley	101	4	4	20	1	5
Nedlands	103	5	5	18	1	6
Overall	342	22	6	73	5	7

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	-	-	10	-	-
UWA	22	1	5	3	-	-
WAIT	27	1	4	5	1	20
Overall	63	2	3	18	1	6

TABLE 2.16a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	44	42	26	25	18	17
Claremont	67	35	52	30	45	5	7
Mount Lawley	121	57	47	45	37	12	10
Nedlands	121	70	58	59	49	11	9
Overall	415	206	50	160	39	46	11

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	9	38	1	4	8	33
UWA	25	6	24	3	12	3	12
WAIT	32	13	41	11	34	2	6
Overall	81	28	35	15	19	13	16

TABLE 2.16b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	12	11	6	6	6	6
Claremont	67	3	4	1	1	2	3
Mount Lawley	121	9	7	6	5	3	2
Nedlands	121	12	10	7	6	5	4
Overall	415	36	9	20	5	16	4

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	6	25	3	13	3	13
UWA	25	-	-	-		-	-
WAIT	32	6	19	6	19	-	-
Overall	81	12	15	9	11	3	4

TABLE 2.16c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	25	24	18	17	7	7
Claremont	67	9	13	6	9	3	4
Mount Lawley	121	16	13	13	11	3	2
Nedlands	121	13	11	10	8	3	2
Overall	415	63	15	47	11	16	4

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	6	25	3	13	3	13
UWA	25	4	16	3	12	1	4
WAIT	32	6	19	4	13	2	6
Overall	81	16	20	10	12	6	7

TABLE 2.17a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	26	32	24	18	75
Claremont	56	30	54	11	5	45
Mount Lawley	101	45	45	20	12	60
Nedlands	103	59	57	18	11	61
Overall	342	160	47	73	46	63

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	1	7	10	8	80
UWA	22	3	14	3	3	100
WAIT	27	11	41	5	2	40
Overall	63	15	24	18	13	72

TABLE 2.17b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	6	7	24	6	25
Claremont	56	1	2	11	2	18
Mount Lawley	101	6	6	20	3	15
Nedlands	103	7	7	18	5	28
Overall	342	20	6	73	16	22

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	3	21	10	3	30
UWA	22	-	-	3	-	-
WAIT	27	6	22	5	-	-
Overall	63	9	14	18	3	17

TABLE 2.17c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	18	22	24	7	29
Claremont	56	6	11	11	3	27
Mount Lawley	101	13	13	20	3	15
Nedlands	103	10	10	18	3	17
Overall	342	47	14	73	16	22

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	3	21	10	3	30
UWA	22	3	14	3	1	33
WAIT	27	4	15	5	2	40
Overall	63	10	16	18	6	33

TABLE 2.18 PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- FULL-TIME ACADEMIC STAFF

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Staff with School Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	106	102	96	28	26	41	39	33	31
Claremont	67	65	97	13	19	29	43	23	34
Mount Lawley	121	115	95	26	22	47	39	42	35
Nedlands	121	110	91	32	26	49	41	29	24
Overall	415	392	94	99	24	166	40	127	31

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Staff with School Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	24	22	92	10	42	6	25	6	25
UWA	25	21	84	2	8	6	24	13	52
WAIT	32	29	91	7	22	13	41	9	28
Overall	81	72	89	19	23	25	31	28	35

TABLE 2.19 SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	28	26	10	9	18	17
Claremont	67	13	19	7	10	6	9
Mount Lawley	121	26	22	14	12	12	10
Nedlands	121	32	26	23	19	9	7
Overall	415	99	24	54	13	45	11

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	10	42	2	8	8	33
UWA	25	2	8	1	4	1	4
WAIT	32	7	22	4	13	3	9
Overall	81	19	23	7	9	12	15

TABLE 2.20 SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST FIVE YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	10	12	24	18	75
Claremont	56	7	13	11	6	55
Mount Lawley	101	14	14	20	12	60
Nedlands	103	23	22	18	9	50
Overall	342	54	16	73	45	62

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	2	14	10	8	80
UWA	22	1	5	3	1	33
WAIT	27	4	15	5	3	60
Overall	63	7	11	18	12	67

TABLE 2.21 SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- PROPORTIONS OF FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Churchlands	106	69	65	46	43	23	22
Claremont	67	42	63	34	51	8	12
Mount Lawley	121	73	60	57	47	16	13
Nedlands	121	81	67	68	56	13	11
Overall	415	265	64	205	49	60	14

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Staff Total	Experienced Staff		Experienced Permanent Staff		Experienced Temporary Staff	
		N	%	N	%	N	%
Murdoch	24	16	67	7	29	9	38
UWA	25	8	32	5	20	3	12
WAIT	32	20	63	17	53	3	9
Overall	81	44	54	29	36	15	19

TABLE 2.22 SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- PROPORTIONS OF PERMANENT AND TEMPORARY FULL-TIME ACADEMIC STAFF WITH EXPERIENCE WITHIN THE PAST TEN YEARS

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institutions	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Churchlands	82	46	56	24	23	96
Claremont	56	34	61	11	8	73
Mount Lawley	101	57	56	20	16	80
Nedlands	103	68	66	18	13	72
Overall	342	205	60	73	60	82

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Permanent Staff Total	Experienced Permanent Staff		Temporary Staff Total	Experienced Temporary Staff	
		N	%		N	%
Murdoch	14	7	50	10	9	90
UWA	22	5	23	3	3	100
WAIT	27	17	63	5	3	60
Overall	63	29	46	18	15	83

TABLE 2.23a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	39	1	3	3	8	7	18	9	23
Claremont	25	-	-	2	8	7	28	14	56
Mount Lawley	40	2	5	7	18	11	28	12	30
Nedlands	32	4	13	4	13	12	38	7	22
Overall	136	7	5	16	12	37	27	42	31

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	15	1	7	2	13	3	20	-	-
UWA	20	2	10	5	25	1	5	2	10
WAIT	19	-	-	1	5	2	11	2	11
Overall	54	3	6	8	15	6	11	4	7

* Masters Degree or higher.

TABLE 2.23b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	39	2	5	3	8	2	5	2	5
Claremont	25	2	8	-	-	-	-	-	-
Mount Lawley	40	2	5	4	10	-	-	1	3
Nedlands	32	1	3	-	-	1	3	-	-
Overall	136	7	5	7	5	3	2	3	2

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	15	3	20	2	13	1	7	-	-
UWA	20	1	5	-	-	1	5	-	-
WAIT	19	1	5	5	26	-	-	-	-
Overall	54	5	9	7	13	2	4	-	-

* Masters Degree or higher.

TABLE 2.23c SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Churchlands	39	3	8	2	5	8	21	6	15
Claremont	25	4	16	1	4	-	-	-	-
Mount Lawley	40	5	13	3	8	2	5	4	10
Nedlands	32	3	9	4	13	5	16	1	3
Overall	136	15	11	10	7	15	11	11	8

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with School Teaching Experience Totalling							
		Up to 2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%
Murdoch	15	2	13	3	20	-	-	1	7
UWA	20	3	15	3	15	2	10	1	5
WAIT	19	2	11	-	-	3	16	4	21
Overall	54	7	13	6	11	5	9	6	11

*Masters Degree or higher.

TABLE 2.24a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	39	21	54	1	3	9	23	8	21
Claremont	25	2	8	1	4	14	56	8	32
Mount Lawley	40	8	20	3	8	17	43	12	30
Nedlands	32	5	16	4	13	13	41	10	31
Overall	136	36	26	9	7	53	39	38	28

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	15	9	60	3	20	-	-	3	20
UWA	20	9	45	1	5	4	20	6	30
WAIT	19	12	63	2	11	3	16	2	11
Overall	54	30	56	6	11	7	13	11	20

* Masters Degree or higher.

TABLE 2.24b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	39	30	77	-	-	5	13	4	10
Claremont	25	23	92	1	4	-	-	1	4
Mount Lawley	40	33	83	1	3	2	5	4	10
Nedlands	32	30	94	-	-	1	3	1	3
Overall	136	116	85	2	1	8	6	10	7

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	15	9	60	1	7	2	13	3	20
UWA	20	18	90	-	-	-	-	2	10
WAIT	19	13	68	-	-	4	21	2	11
Overall	54	40	74	1	2	6	11	7	13

* Masters Degree or higher.

TABLE 2.24c PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- OVERSEAS SCHOOLS -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	39	20	51	6	15	6	15	7	18
Claremont	25	20	80	1	4	1	4	3	12
Mount Lawley	40	25	63	4	10	3	8	8	20
Nedlands	32	19	59	3	9	3	9	7	22
Overall	136	84	62	14	10	13	10	25	18

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	15	9	60	-	-	4	27	2	13
UWA	20	11	55	1	5	3	15	5	25
WAIT	19	10	53	2	11	1	5	6	31
Overall	54	30	56	3	6	8	15	13	24

* Masters Degree or higher.

TABLE 2.24d PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN AUSTRALIA AND OVERSEAS -- FULL-TIME ACADEMIC STAFF WITH HIGHER QUALIFICATIONS* IN EDUCATION

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Churchlands	39	-	-	7	18	17	44	15	38
Claremont	25	-	-	2	8	14	56	9	36
Mount Lawley	40	-	-	8	20	17	43	15	38
Nedlands	32	-	-	6	19	15	47	11	34
Overall	136	-	-	23	17	63	46	50	37

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff With Higher Qualifications	Staff with No Experience		Staff with Period of Most Recent School Experience					
				Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%	N	%
Murdoch	15	1	7	4	27	4	27	6	40
UWA	20	1	5	2	10	5	25	12	60
WAIT	19	3	16	4	21	5	26	7	36
Overall	54	5	9	10	19	14	26	25	46

* Masters Degree or higher.

TABLE 2.25a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO LECTURE IN METHODOLOGY STUDIES*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	69	28	41	4	6	9	13	17	25	11	16
Claremont	40	6	15	1	3	6	15	12	30	15	38
Mount Lawley	52	8	15	5	10	12	23	14	27	13	25
Nedlands	23	5	22	4	17	2	9	6	26	6	26
Overall	184	47	26	14	8	29	16	49	27	45	24

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	4	1	25	-	-	1	25	2	50	-	-
UWA	5	1	20	-	-	4	80	-	-	-	-
WAIT	11	5	46	1	9	2	18	1	9	2	18
Overall	20	7	35	1	5	7	35	3	15	2	10

* Staff who spend 20% or more of their time lecturing in this area.

TABLE 2.25b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO LECTURE IN METHODOLOGY STUDIES*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	69	57	83	2	3	4	6	3	4	3	4
Claremont	40	36	90	2	5	1	3	1	3	-	-
Mount Lawley	52	45	87	2	4	4	8	-	-	1	2
Nedlands	23	18	78	3	13	1	4	1	4	-	-
Overall	184	156	85	9	5	10	5	5	3	4	2

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	4	2	50	1	25	-	-	1	25	-	-
UWA	5	5	100	-	-	-	-	-	-	-	-
WAIT	11	7	64	1	9	2	18	1	9	-	-
Overall	20	14	70	2	10	2	10	2	10	-	-

* Staff who spend 20% or more of their time lecturing in this area.

TABLE 2.26a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO LECTURE IN METHODOLOGY STUDIES*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	69	9	13	17	25	13	19
Claremont	40	7	18	17	43	10	25
Mount Lawley	52	13	25	18	35	14	27
Nedlands	23	2	9	10	44	6	26
Overall	184	31	17	62	34	43	23

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	4	2	50	-	-	1	25
UWA	5	1	20	2	40	1	20
WAIT	11	1	9	4	36	2	18
Overall	20	4	20	6	30	4	20

* Staff who spend 20% or more of their time lecturing in this area.

TABLE 2.26b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO LECTURE IN METHODOLOGY STUDIES*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	69	3	4	5	7	4	6
Claremont	40	2	5	-	-	2	5
Mount Lawley	52	-	-	4	8	3	6
Nedlands	23	-	-	3	13	1	4
Overall	184	5	3	12	7	10	5

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Lecturing in Methodology Studies	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	4	1	25	1	25	-	-
UWA	5	-	-	-	-	-	-
WAIT	11	-	-	3	27	1	9
Overall	20	1	5	4	20	1	5

* Staff who spend 20% or more of their time lecturing in this area.

TABLE 2.27a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- ALL FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Experience Totalling: 0 years N	%	1-2 years N	%	3-5 years N	%	6-10 years N	%	More than 10 years N	%
Churchlands	86	31	36	7	8	13	15	20	23	15	17
Claremont	62	11	18	1	2	9	15	16	26	25	40
Mount Lawley	85	17	20	7	8	16	19	21	25	24	28
Nedlands	110	25	23	12	11	13	12	26	24	34	31
Overall	343	84	24	27	8	51	15	83	24	98	29

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Experience Totalling: 0 years N	%	1-2 years N	%	3-5 years N	%	6-10 years N	%	More than 10 years N	%
Murdoch	9	1	11	1	11	4	44	1	11	2	22
UWA	10	4	40	-	-	4	40	-	-	2	20
WAIT	30	16	53	1	3	3	10	5	17	5	17
Overall	49	21	43	2	4	11	22	6	12	9	18

TABLE 2.27b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- ALL FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	86	68	79	6	7	4	5	5	6	3	4
Claremont	62	56	90	2	3	2	3	1	2	1	2
Mount Lawley	85	74	87	4	5	5	6	1	1	1	1
Nedlands	110	93	85	7	6	3	3	5	5	2	2
Overall	343	291	85	19	6	14	4	12	3	7	2

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	9	6	67	3	33	-	-	-	-	-	-
UWA	10	9	90	1	10	-	-	-	-	-	-
WAIT	30	22	73	3	10	5	17	-	-	-	-
Overall	49	37	76	7	14	5	10	-	-	-	-

TABLE 2.28a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- ALL FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	86	14	16	23	27	16	19
Claremont	62	6	10	26	42	19	31
Mount Lawley	85	15	18	30	35	24	28
Nedlands	110	25	23	43	39	19	17
Overall	343	60	17	122	36	78	23

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	9	6	67	1	11	1	11
UWA	10	1	10	4	40	2	20
WAIT	30	5	17	8	27	3	10
Overall	49	12	24	13	27	6	12

TABLE 2.28b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- ALL FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff With Period Of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	86	4	5	6	7	8	9
Claremont	62	3	5	-	-	3	5
Mount Lawley	85	-	-	6	7	5	6
Nedlands	110	4	4	7	6	5	5
Overall	343	11	3	19	6	21	6

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff who supervise Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	9	1	11	2	22	-	-
UWA	10	-	-	-	-	1	10
WAIT	30	-	-	5	17	3	10
Overall	49	1	2	7	14	4	8

TABLE 2.29a SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	12	1	8	1	8	3	25	4	33	3	25
Claremont	6	1	17	-	-	-	-	1	17	4	67
Mount Lawley	15	-	-	1	7	6	40	3	20	5	33
Nedlands	12	1	8	4	33	1	8	3	25	3	25
Overall	45	3	7	6	13	10	22	11	24	15	33

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	8	-	-	1	13	4	50	1	13	2	25
UWA	1	-	-	-	-	1	100	-	-	-	-
WAIT	18	9	50	1	6	2	11	3	17	3	17
Overall	27	9	33	2	7	7	26	4	15	5	19

* Staff who spend 20% or more of their time supervising teaching practice.

TABLE 2.29b SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Churchlands	12	11	92	1	8	-	-	-	-	-	-
Claremont	6	6	100	-	-	-	-	-	-	-	-
Mount Lawley	15	14	93	-	-	-	-	-	-	1	7
Nedlands	12	9	75	1	8	1	8	-	-	1	8
Overall	45	40	89	2	4	1	2	-	-	2	4

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with School Experience Totalling									
		0 years		1-2 years		3-5 years		6-10 years		More than 10 years	
		N	%	N	%	N	%	N	%	N	%
Murdoch	8	5	63	3	38	-	-	-	-	-	-
UWA	1	1	100	-	-	-	-	-	-	-	-
WAIT	18	14	78	2	11	2	11	-	-	-	-
Overall	27	20	74	5	19	2	7	-	-	-	-

* Staff who spend 20% or more of their time supervising teaching practice.

TABLE 2.30a PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- WESTERN AUSTRALIAN SCHOOLS -- FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	12	5	42	3	25	2	17
Claremont	6	2	33	3	50	-	-
Mount Lawley	15	4	27	6	40	5	33
Nedlands	12	5	42	5	42	1	8
Overall	45	16	36	17	38	8	18

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	8	6	75	1	13	1	13
UWA	1	1	100	-	-	-	-
WAIT	18	3	17	7	39	1	6
Overall	27	10	37	8	30	2	7

* Staff who spend 20% or more of their time supervising teaching practice.

TABLE 2.30b PERIOD OF MOST RECENT SCHOOL EXPERIENCE -- SCHOOLS IN OTHER AUSTRALIAN STATES -- FULL-TIME ACADEMIC STAFF WHO SUPERVISE TEACHING PRACTICE*

INSTITUTIONS WITH SELF-CONTAINED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Churchlands	12	-	-	1	8	-	-
Claremont	6	-	-	-	-	-	-
Mount Lawley	15	-	-	1	7	-	-
Nedlands	12	1	8	2	17	-	-
Overall	45	1	2	4	9	-	-

INSTITUTIONS WITH INTEGRATED COURSES

Institution	Total Staff Supervising Teaching Practice	Staff with Period of Most Recent School Experience					
		Within the past 5 years		Within the past 6-10 years		More than 10 years ago	
		N	%	N	%	N	%
Murdoch	8	1	13	2	25	-	-
UWA	1	-	-	-	-	-	-
WAIT	18	-	-	4	22	-	-
Overall	27	1	4	6	22	-	-

* Staff who spend 20% or more of their time supervising teaching practice.

3. CHARACTERISTICS OF AND OTHER DATA RELATING TO STUDENT TEACHERS AND BEGINNING TEACHERS

INTRODUCTION

3.1 The Committee received a great deal of comment regarding student teachers and beginning teachers. The principal concerns related to selection into teacher education, selection into the profession, appointment procedures, initial placements and support services.

3.2 The Committee has brought together in this chapter a wide range of statistical and other data which it had occasion to assemble for its own analyses. The data were obtained initially from the Education Department, the Western Australian Post Secondary Education Commission (WAPSEC) and the Tertiary Institutions Service Centre (TISC). As in the preceding chapters, some tables are included (without comment) on the assumption that they may be of interest to selected parties.

SELECTION INTO TEACHER EDUCATION

3.3 Selection into teacher education courses allows for the entry of persons from three different groups: School leavers proceeding directly to teacher education; degree graduates who will qualify for teaching by completing a post-graduate Diploma in Education; and mature age entrants. Selection processes and criteria differ substantially for these groups.

School Leaver Entrants

3.4 The largest group of entrants consists of immediate or recent school leavers intending to complete an undergraduate diploma or degree in teaching -- this group includes prospective primary and secondary teachers. For this group, selection is based primarily on aggregates of scaled marks derived from the Tertiary Admissions Examination (TAE).

3.5 Many submissions were critical of this sole reliance on academic criteria and recommended that the institutions should include some assessment of the personal qualities of the prospective teacher. At the same time, others claimed that the present over-supply of teachers and the associated publicity concerning teacher unemployment has led to a decline in the academic quality of students admitted to pre-service courses.

3.6 In the light of this latter concern the Committee decided to examine the profiles of academic ability for the school-leaver entrants, in terms of the TAE aggregates, for the four years from 1977 to 1980. A summary of the data considered by the Committee is presented in Table 3.1

Post-graduate Entrants

3.7 This group includes those with undergraduate or honours-level subject-area degrees who intend completing a one-year Graduate Diploma in Education for either primary or secondary teaching. Prospective secondary teachers are generally required to have completed a specialist subject-area degree which allows them to teach two different school subjects, one to upper school level (Years 11 and 12) and the other to lower school level (Years 8-10), both of which subject areas the Dip. Ed. applicant is asked to nominate. Prospective primary teachers need only to have completed an undergraduate degree, the specific major area being unimportant in the selection process.

3.8 Beginning teachers and others in the schools claimed that many of the new graduates entering secondary teaching are not adequately qualified in their degree studies to teach in a second teaching area. To examine the validity of this claim, the Committee prepared a detailed summary of the particular units included in the undergraduate degrees of students in all Diploma in Education courses in 1980. The analysis was based on the degree records held for each student on the application forms retained by TISC.

3.9 Tables 3.2 to 3.18 provide an abbreviated and condensed version of the Committee's data. In considering these tables, several points must be borne in mind.

(a) The total number of students in Table 3.2 does not correspond directly with the total in Table 1 of the Committee's main Report because of the different dates used for collecting and reporting by the institutions involved.

(b) Table 3.2 shows separately those entering Diploma in Education courses by application through TISC and those entering the particular institutions by direct application.

(c) Tables 3.4 to 3.18 relate to TISC entrants only. Since a number of the TISC application forms from which the data derive were not completely filled out by the applicants, particularly where they were supposed to show units attempted and units pending, the numbers shown in the tables probably underestimate the actual numbers in some subject areas.

(d) Because the University of Western Australia decided not to release the individual academic records of their direct entrants, the Committee was not able to determine if these students were qualified to teach in their major or minor preference areas. The Committee therefore chose not to include any direct entrants in the analyses in tables 3.4 to 3.18.

(e) Approximately half of the Nedlands College entrants were required, as a condition of enrolment, to undertake additional academic content studies within the Diploma in Education programme -- especially those proposing to teach Science, Social Studies, English (as a minor), Art and Industrial Arts. In Industrial Arts, for example, the entrants were required to complete a two-year Diploma in Education comprising the conventional diploma units of professional studies together with the Industrial Arts units required of normal Diploma of Teaching students in this field. All the 1980 Diploma in Education graduates from this institution should therefore meet the requirement of being able to teach in a second school subject area.

(f) The following codes have been used in Tables 3.2 to 3.18:

MU	Murdoch University
NCAE	Nedlands College
UWA	University of Western Australia
WAIT	Western Australian Institute of Technology.

3.10 For its tallying of students considered qualified or unqualified to teach in particular (major or minor) areas, the Committee has had to establish arbitrarily the level of study needed for teaching in particular subject fields. From discussions with the Education Department the Committee has defined the following as minimum levels of content background for first and second teaching areas:

(a) Background needed to teach a subject as a major teaching area (to Years 11 and 12).

Social Studies	Third-year level in at least one of History Geography Economics Politics AND At least first-year level in History and Geography, and Economics or Politics
Science	Third-year level in at least one of Physics Chemistry Biology Human Biology Geology AND At least first-year level in Physics or Chemistry, and one of the Biological Sciences.
All other teaching areas	Third-year level in the relevant subject discipline.

(b) Studies needed to teach a subject as a minor teaching area (to Years 8-10).

Social Studies	At least first-year level in History and Geography
Science	At least first-year level in Physics or Chemistry, and one of the Biological Sciences.
All other teaching areas	At least first-year level in the relevant subject discipline.

3.11 As can be seen from tables 3.4 to 3.18, significant numbers of beginning teachers are limited to teach in only one subject area, and a small number are limited to teach only a particular discipline strand within that subject area.

Mature-age Entrants

3.12 This group comprises mature-age persons applying to particular institutions on a direct-entry basis without the usual TAE background. The group includes, for the present discussion, only those seeking entry as undergraduate students in a pre-service teacher education course. Selection procedures for this group vary across the different institutions, but may include formal testing, credit for prior studies, and personal interview. The Committee did not collect statistics on these entrants.

STUDENT NUMBERS

3.13 In Table 1 of its Report, the Committee provided a summary of approved courses in the seven teacher education institutions along with the number of students commencing these courses in 1980. Further data on numbers of full- and part-time students commencing courses in 1980, and of those completing courses in 1979, are included here in Tables 3.19 and 3.20.

3.14 The total number of early childhood, primary and secondary commencing students in Table 3.19 does not tally directly with the total in Table 1 of the Committee's Main Report because Table 3.19 includes twenty concurrent degree/Diploma in Education students from Murdoch University. These were not included in Table 1 of the Report since the concurrent degree/Diploma in Education of that institution is not considered to be a specific course of study in its own right, but simply an alternative form of the usual degree-plus-diploma model.

SELECTION INTO THE TEACHING PROFESSION

3.15 The discussion and associated tables which follow refer only to those beginning teachers employed by the Education Department of Western Australia.

3.16 In the body of its Report, the Committee described (a) the selection criteria and processes employed by the Education Department in employing beginning teachers, (b) the numbers of beginning teachers appointed for the opening of the school year, and (c) the numbers employed by the end of the school year. Several tables which provide further details on these appointments are included in this section.

3.17 Tables 3.21 and 3.22 show the numbers of beginning teachers appointed to primary schools and early childhood centres in 1979 and 1980. In both years, about one-quarter of the available primary graduates received appointments for the beginning of the school year.

3.18 Tables 3.23 and 3.24 show by subject area, the numbers of graduates appointed to secondary schools in the same years. The proportion employed by the end of the year refers to the proportion of the sub-group of applicants who were considered qualified to teach in the areas concerned.

INDUCTION OF BEGINNING TEACHERS

3.19 The Committee received a large amount of comment on the problems said to be faced by beginning teachers. A major area of concern, and one which the Committee has been able to document, relates to the placements of beginning teachers.

3.20 A number of submissions claimed that large proportions of beginning teachers were receiving appointments to small, and generally remote, rural schools, and that these appointments militated against effective induction.

The Committee has been able to obtain from the Education Department data on the placements of beginning early childhood, primary and secondary teachers in 1980. These data are summarised in Tables 3.25 to 3.29.

3.21 As can be seen from Table 3.25 approximately two-thirds of all 1980 new primary teacher appointments up to 15 April 1980 were to rural schools. Table 3.26 (which includes primary teachers in their first and second years in schools) shows that in a number of cases beginning teachers make up more than 35% of the total staff.

3.22 Tables 3.27 and 3.28 present comparable data for beginning secondary teachers; similar trends are evident.

3.23 Table 3.29 is based on the appointments of a random sample of beginning secondary teachers. In four of the district high schools the number of beginning teachers actually exceeds the number of experienced teachers.

3.24 Table 3.30 shows the number of students and teachers in both metropolitan and country regions and some of the principal support staff and special resources which are available to all teachers in those areas.

THE INDUCTION SCENE IN AUSTRALIAN STATES -- 1979/1980

3.25 A summary of current (1979/80) induction provisions in each of the Australian States is included here for the information of interested parties. This information was prepared by a consultant to the Committee.

Teacher Induction in New South Wales

1. Since 1973, Principals have assumed responsibility for certification of teachers - probationary period is one year.

2. Metropolitan West Regional In-Service Probationer Support Programme.

In-service courses for beginning teachers *and* those responsible for beginning teachers.

Probationers (beginning teachers) in *residence* - courses of 2-5 days.

Secondary programme - no subject focus; rather there is emphasis on *teaching styles*.

Supervisors - Handbook for Supervisors.

- Teaching Skills Analysis Course: to give Supervisors knowledge and skills in observing and analysing classroom interaction and skills of counselling young teachers.

Full-time Consultants Primary

Secondary

to run the Probationer Support Programme.

Duties: running courses, producing publications and regular school visits.

Statistics: 192 Primary schools

45 Secondary schools

5 500 Teachers - 1 000 beginning teachers (18%)

12 Primary)) 3 day Residential courses

10 Secondary))

350 Secondary)) in-schools supervisors participating

320 Primary)) in "Teaching Skills Analysis Course".

NOTE: The Metropolitan West programme is a model programme - not all regions conduct such an ambitious programme.

3. Central In-Service Support.

Prior to 1980, a supportive role only. Commencing in 1980 - Staff Development Course, one part of which is: Interpersonal Skills, Unit I - "To assist teachers in their 1st year of teaching, to develop their competencies in interacting with children so that ultimately the quality of teaching and learning may improve".

Three-day course - 2 days residential

1 day non-residential.

Teacher Induction in Tasmania

1. This service was a direct result of TIP survey by ERDC.

Four officers 1 - Co-ordinator for the State.

3 - Regional Counsellors.

Responsibilities: "Pastoral Care" of beginning teachers.

Reports for Education Department.

Feedback to teacher education institutions.

Responsible to Regional Directors and Director of Personnel - based in Regional Offices.

Duties include: Interviewing } of beginning teachers - results go
Questionnaires } back to pre-service institutions.

2. Almost all (90%) new appointments are made by second last week of the school year. Beginning teachers go to their new schools for a two-day Residential course.

3. Teacher Tutors.

Started 1980 - Schools with two or more beginning teachers have a school-based teacher tutor to plan and co-ordinate Induction Programme.

Release time of one hour per week for each beginning teacher - paid by the Department.

Training Programme for teacher-tutor in one week prior to start of new school year.

4. Teachers' Centre.

   Beginning teacher evening programmes - seminars and guest speakers on topics of interest/value to beginning teachers.

Teacher Induction in Victoria

1. School-based Activities.

   In 1979 there commenced seminars for school-based in-service co-ordinators: 5 days residential course - followed by 5 single day meetings.

   The co-ordinators exist in each school or group of schools for in-service teacher development - which includes induction.

2. Subject Association.

   Education Department seconds teachers full-time to several associations, to assist with beginning teacher induction.

3. Teachers' Centres.

   Provide considerable assistance to beginning teachers.

4. Reduced Work Load.

   For secondary beginning teachers only: teachers tribunal regulated that teaching time for beginning teachers be a maximum of 17 2/3 hours per week (3/5) - for preparation and marking essentially.

5. Victorian Primary Teachers' Registration Board has strongly recommended that the minimum qualifications required will be a 4 year course which incorporates an internship programme.

   The Victorian Education Department submission to the Teacher Education Inquiries recommended that all Primary and Secondary beginning teachers should do an internship year as part of their induction programme - full qualification to be awarded *following* a successful intern year.

6. There is developing some support for the formalisation of the induction process by extending pre-service training institution influence with an induction year through universal provision of course work for beginning teachers.

Teacher Induction in Queensland

1. Has been influenced by the Bassett Report (1978), *Teacher Education in Queensland.*

   Expressed four principles for induction:

   (a) a systematic scheme is an essential phase of teacher development.

   (b) responsibility for induction is located in the school.

   (c) three strands of the induction process are orientation, adaptation, development.

   (d) induction is an integral part of a three phase structure:

   Diploma Induction Degree.

2. Induction is the responsivility of the *profession.*

3. Secondary.

   The In-Service Education Section in 1978 produced a set of resource materials for induction of secondary beginning teachers, *e.g.*, outline of 50 sessions which might be conducted over the first year with beginning teachers.

4. Primary.

   Director of Primary Education has had produced a Handbook for primary schools to assist them to develop Induction programmes.

5. Brisbane Education Centre has produced a Handbook for beginning teachers.

6. Regional Directorates compile Induction booklets and organise one and two-day seminars for beginning teachers.

Teacher Induction in South Australia

1. 1973 - Appointment of a Co-ordinator of Teacher Induction.

2. Induction seen as a school-level responsibility: Principals, Deputy Principals and Senior staff regarded as key personnel in induction.

3. In-service courses operated since 1976 for key induction personnel - their role and function in the development of beginning teachers.

4. Publication of Education Department *Handbook for Beginning Teachers* - distributed to all beginning teachers.
5. 1978 - Education Department policy statement "Teacher Induction : Professional Development for Probationary Teachers". The Statement commits Principals to the discharge of certain clearly defined responsibilities.

Teacher Induction in Western Australia

1. In-service courses for some beginning teachers - mounted at regional level and dependent upon interest and enthusiasm of regional officers.
2. Principals and senior staff of schools have direct responsibility for induction. A few schools hold orientation meetings prior to start of year.
3. Some secondary subject superintendents conduct in-service courses for beginning teachers appointed to district high schools.
4. Most regions commenced producing booklets in 1979 providing information on the region and directed at all teachers new to the region.
5. The Teacher Development Branch is currently producing a booklet for Principals of small rural primary schools indicating induction measures considered necessary.
6. Regional and central office advisory staff have a part responsibility for advising new teachers; they concentrate attention on district high schools.

TABLE 3.1 PROPORTIONS (%) OF STUDENTS IN EACH PRE-SERVICE COURSE DRAWN FROM THE TOP 25%, TOP 50% AND TOP 70% OF TOTAL TISC AGGREGATE POPULATION FOR THE YEARS 1976/77 TO 1979/80.

			TOP 25%				TOP 50%				TOP 70%			
			1976/77	1977/78	1978/79	1979/80	1976/77	1977/78	1978/79	1979/80	1976/77	1977/78	1978/79	1979/80
PRIMARY	CCAE	Dip.Teach.	11	9	15	11	67	43	38	35	100	98	77	93
	CTC	Dip.Teach.	11	14	12	21	53	52	45	61	100	100	98	100
	MLCAE	Dip.Teach.	16	14	13	19	67	46	47	61	100	92	90	100
	MU	B.A.	25	14	8	33	75	71	31	56	100	93	85	100
	WAIT	Dip.Teach.	17	2	8	8	51	41	39	37	94	85	79	82
SECONDARY	NCAE	Dip.Teach.	18	22	22	17	70	72	71	75	97	99	99	96
	MU	B.X./Dip.Ed.	38	38	10	0	88	100	50	100	100	100	100	100
	WAIT	B.Ed.	0	21	22	12	80	50	55	47	100	93	92	76
	UWA B.X.	Arts	56	52	48	48	92	90	84	81	100	100	99	100
		Arts Associated	67	53	54	42	98	97	92	83	100	97	100	100
		Physical Education	38	53	55	31	98	100	100	89	100	100	100	98
		Physical Education Associated	50	56	38	47	100	100	100	87	100	100	100	100
		Science and Science Education	72	69	60	65	97	96	91	93	100	100	100	100
		Science Associated	88	85	67	89	100	92	92	100	100	100	100	100

SOURCE: Tertiary Institutions Service Centre (TISC)

TABLE 3.2 NUMBER OF STUDENTS ACCEPTED INTO EACH INSTITUTION IN 1980 BY MAJOR TEACHING AREA PREFERENCE. (DOES NOT INCLUDE THOSE WITH PRIOR TEACHING EXPERIENCE OR QUALIFICATIONS.)

	MU		NCAE		UWA		WAIT		Sub-Total		
Teaching Areas	TISC Entrants	Direct Entrants	TISC Entrants	Direct Entrants	TISC Entrants	Direct Entrants	TISC Entrants	Direct Entrants	TISC Entrants	Direct Entrants	Total
Social Sciences	1	4	14	2	30	5	17	3	62	14	76
Science	-	5	11	4	20	6	4	0	35	15	50
Biology	-	-	-	-	-	-	1	2	1	2	3
English	-	4	23	3	39	4	4	-	66	11	77
Mathematics	1	-	8	2	26	3	-	1	35	6	41
Physical Ed.	-	-	21	-	27	2	-	-	48	2	50
Modern Languages	-	-	3	1	17	2	-	-	20	3	23
Business Studies	-	-	2	2	-	-	2	1	4	3	7
Art	-	-	4	2	-	-	10	1	14	3	17
Asian Languages	-	-	-	-	-	-	4	1	4	1	5
Commun. Studies	-	1	2	1	1	-	-	-	3	2	5
Home Economics	-	-	1	-	-	-	10	-	11	-	11
Industrial Arts	-	-	2	-	-	-	-	-	2	-	2
Library Studies	-	-	2	3	-	-	-	-	2	3	5
Music	-	-	1	1	2	-	-	-	3	1	4
Sub-Total	2	14	94	21	162	22	52	9	310	66	-
TOTAL	16		115		184		61		-		376

SOURCE: Tertiary Institutions Service Centre (TISC) and the four institutions.

TABLE 3.3 NUMBER OF STUDENTS ACCEPTED INTO EACH INSTITUTION IN 1980 BY MINOR TEACHING AREA PREFERENCE. (DOES NOT INCLUDE THOSE WITH PRIOR TEACHING EXPERIENCE OR QUALIFICATIONS.)

Teaching Areas	MU	NCAE	UWA	WAIT	Total
Social Sciences	3	31	59	10	103
Science	2	20	30	15	67
Biology	1	-	-	1	2
English	2	20	31	20	73
Mathematics	5	25	43	7	80
Physical Ed.	-	1	1	-	2
Modern Languages	-	4	9	-	13
Business Studies	-	3	-	2	5
Art	-	2	-	1	3
Asian Languages	-	-	-	1	1
Commun. Studies	-	9	5	-	14
Home Economics	-	-	-	-	-
Industrial Arts	-	-	-	-	-
Library Studies	-	-	1	1	2
Music	-	-	2	-	2
N.S.*	3	-	3	3	9
TOTAL	16	115	184	61	376

* Not specified

SOURCE: Tertiary Institutions Service Centre (TISC) and the four institutions.

TABLE 3.4 MAJOR TEACHING AREA SOCIAL STUDIES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Social Studies as Major Teaching Area	Numbers Qualified to Teach Social Studies as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Social Studies as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	1	0	0														
NCAE	14	7	3			3											
UWA	30	9	4			3	1										
WAIT	17	14	2			1					1						
Total	62	30	9			7	1				1						

TABLE 3.5 MAJOR TEACHING AREA SCIENCE

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Science as Major Teaching Area	Numbers Qualified to Teach Science as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Science as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	11	7	6				6										
UWA	20	9	7				7										
WAIT	5	3	3				3										
Total	36	19	16				16										

TABLE 3.6 MAJOR TEACHING AREA ENGLISH

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating English as Major Teaching Area	Numbers Qualified to Teach English as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both English as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	23	23	8	3					3		1		1				
UWA	39	36	8	2			1		4				1				
WAIT	4	4	0														
Total	66	63	16	5			1		7		1		2				

TABLE 3.7 MAJOR TEACHING AREA MATHEMATICS

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Mathematics as Major Teaching Area	Numbers Qualified to Teach Mathematics as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Mathematics as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	1	1	1		1												
NCAE	8	8	2		1	1											
UWA	26	25	6		2	1			2								1
WAIT	-	-	-														
Total	35	34	9		4	2			2								1

TABLE 3.8 MAJOR TEACHING AREA PHYSICAL EDUCATION

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Phys. Ed. as Major Teaching Area	Numbers Qualified to Teach Phys. Ed. as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Physical Education as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	21	21	6				6										
UWA	27	24	8				8										
WAIT	-	-	-														
Total	48	45	14				14										

TABLE 3.9 MAJOR TEACHING AREA MODERN LANGUAGES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Mod. Languages as Major Teaching Area	Numbers Qualified to Teach Mod. Languages as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Modern Languages as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	3	3	3		1	2											
UWA	17	17	11	1		8	1										1
WAIT	-	-	-														
Total	20	20	14	1	1	10	1										1

TABLE 3.10 MAJOR TEACHING AREA BUSINESS STUDIES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Business Stud. as Major Teaching Area	Numbers Qualified to Teach Business Stud. as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Business Studies as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	2	2	0														
UWA	-	-	-														
WAIT	2	2	0														
Total	4	4	0														

TABLE 3.11 MAJOR TEACHING AREA ART

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Art as Major Teaching Area	Numbers Qualified to Teach Art as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Art as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	4	3	1	1													
UWA	-	-	-														
WAIT	10	10	2		1					1							
Total	14	13	3	1	1					1							

TABLE 3.12 MAJOR TEACHING AREA ASIAN LANGUAGES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Asian Langs. as Major Teaching Area	Numbers Qualified to Teach Asian Langs. as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Asian Languages as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	-	-	-														
UWA	-	-	-														
WAIT	4	4	3	2		1											
Total	4	4	3	2		1											

TABLE 3.13 MAJOR TEACHING AREA COMMUNICATIONS STUDIES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Comm. Studies as Major Teaching Area	Numbers Qualified to Teach Comm. Studies as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Communications Studies as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	2	2	2			2											
UWA	1	0	0														
WAIT	-	-	-														
Total	3	2	2			2											

TABLE 3.14 MAJOR TEACHING AREA HOME ECONOMICS

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Home Economics as Major Teaching Area	Numbers Qualified to Teach Home Economics as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Home Economics as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	1	1	1	1													
UWA	-	-	-														
WAIT	10	10	0														
Total	11	11	1	1													

TABLE 3.15 MAJOR TEACHING AREA INDUSTRIAL ARTS

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Ind. Arts as Major Teaching Area	Numbers Qualified to Teach Ind. Arts as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Industrial Arts as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	2	0	0														
UWA	-	-	-														
WAIT	-	-	-														
Total	2	0	0														

TABLE 3.16 MAJOR TEACHING AREA LIBRARY STUDIES

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Library Stud. as Major Teaching Area	Numbers Qualified to Teach Library Stud. as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Library Studies as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	2	2	2	2													
UWA	-	-	-														
WAIT	-	-	-														
Total	2	2	2	2													

TABLE 3.17 MAJOR TEACHING AREA MUSIC

ANALYSIS OF TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS IN TERMS OF ADEQUACY OF DEGREE BACKGROUND FOR TEACHING THIS SUBJECT AS A MAJOR AREA AND SUBECT-X AS A MINOR.

Institution	Numbers of Students Nominating Music as Major Teaching Area	Numbers Qualified to Teach Music as Major Teaching Area	Numbers also Qualified to Teach in their Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach both Music as a major area and Subject X as a minor. SUBJECT X: Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
MU	-	-	-														
NCAE	1	1	1						1								
UWA	2	2	1			1											
WAIT	-	-	-														
Total	3	3	2			1			1								

TABLE 3.18 SUMMARY TABLE

NUMBERS AND PROPORTIONS OF 1980 TISC-ENTRY DIPLOMA IN EDUCATION STUDENTS QUALIFIED TO TEACH IN THEIR NOMINATED MAJOR AND MINOR TEACHING AREAS.

	TISC-entry Students	Students Qualified to Teach Nominated Major Area	Students also Qualified to Teach Nominated Minor Area	Distribution by minor teaching area preferences of students qualified to teach in both their nominated major and minor areas.												
				Social Studies	Science	English	Mathematics	Physical Education	Modern Languages	Business	Art	Asian Languages	Communications Studies	Home Economics	Industrial Arts	Library	Music
Numbers	310	250	91	12	6	23	33		10	1	2		2				2
Proportions (%) of Total Entry	100	81	29	4	2	7	11		3	1	1		1				1

TABLE 3.19 STUDENTS COMMENCING PRE-SERVICE TEACHER EDUCATION COURSES AT INSTITUTIONS IN WESTERN AUSTRALIA IN 1980 (AS AT 30 APRIL 1980)

	Level of course ; mode of study											
	Early Childhood				Primary				Secondary			
	F/T	P/T	Ext.	Total	F/T	P/T	Ext.	Total	F/T	P/T	Ext.	Total
Churchlands College												
Diploma of Teaching	58	-	-	58	219	1	-	220				
Claremont Teachers College												
Diploma of Teaching					125	7	-	132				
Diploma in Education					16	38	-	54				
Mount Lawley College												
Diploma of Teaching					272	-	-	272				
Murdoch University												
B.A./Dip.Ed.) Concurrent									8	-	7	15
B.Sc./Dip.Ed.)									5	-	-	5
Bachelor of Arts					13	2	8	23				
Diploma in Education									6	3	16	25
Nedlands College												
Diploma of Teaching									316	4	2	322
Bachelor of Education									45	3	-	48
Diploma in Education									97	10	1	108
University of Western Australia												
Bachelor of Education									3	3	-	6
Diploma in Education					14	6	-	20	122	20	-	142
Western Australian Institute of Technology												
Diploma of Teaching	42	3	-	45	45	8	-	53				
Bachelor of Education									54	4	-	58
Diploma in Education					10	2	-	12	43	4	-	47
TOTAL	100	3	-	103	714	64	8	786	699	51	26	776

SOURCE: WAPSEC Special Teacher Education Statistical Collection, 1980

TABLE 3.20 STUDENTS COMPLETING PRE-SERVICE TEACHER EDUCATION COURSES AT INSTITUTIONS IN WESTERN AUSTRALIA IN 1979 (a)

Institution and Course	LEVEL		
	Early Childhood	Primary	Secondary
Churchlands College			
Diploma of Teaching	48	200	
Claremont Teachers College			
Diploma of Teaching		122	
Diploma in Education		26	
Mount Lawley College			
Diploma of Teaching		188	
Murdoch University			
Bachelor of Arts		12	
Diploma in Education			37
Nedlands College			
Diploma of Teaching			245
Bachelor of Education			25
Diploma in Education			121
University of Western Australia			
Bachelor of Education		2	
Diploma in Education		14	87
Western Australian Institute of Technology			
Diploma of Teaching	38	52	
Bachelor of Education			3
Diploma in Education		7	47
TOTAL	86	623	565

(a) Defined as those students who have not previously gained a teaching qualification before commencing the courses listed above.

SOURCE: WAPSEC Special Teacher Education Statistical Collection, 1980 and Murdoch University

TABLE 3.21 NUMBER OF GOVERNMENT SCHOOL APPOINTMENTS IN WESTERN AUSTRALIA, PRIMARY AND EARLY CHILDHOOD, 1978 GRADUATES FOR 1979

Primary		% of Available	% of Applicants
No. of applicants	759	-	100
No. of applicants available	654	100	86
No. appointed for school opening	171	26	23
No. appointed by the end of the year	512	78	67

Mid-Year Graduates			
No. of applicants	72	-	100
No. of applicants available	67	100	93
No. appointed by the end of the year	41	61	57

Early Childhood (includes Pre-Primary and Pre-School)			
No. of applicants	90	-	100
No. of applicants available	86	100	96
No. of applicants appointed by 30.1.79	69	80	77
No. appointed by the end of the year	73	85	81

SOURCE: Education Department of Western Australia

TABLE 3.22 NUMBER OF GOVERNMENT SCHOOL APPOINTMENTS IN WESTERN AUSTRALIA, PRIMARY AND EARLY CHILDHOOD, 1979 GRADUATES FOR 1980 (AS AT 26 MAY 1980)

Primary		% of Available	% of Applicants
No. of applicants	675	-	100
No. of applicants available	604	100	89
No. appointed for school opening	167	28	25
No. appointed to 5.5.80	229	38	34
No. appointed to 26.5.80	245	41	36

Pre-Primary			
No. of applicants	83	-	100
No. of applicants available	80	100	96
No. appointed for school opening	31	39	37
No. appointed to 5.5.80	45	56	54

SOURCE: Education Department of Western Australia

TABLE 3.23 NUMBER OF GOVERNMENT SECONDARY SCHOOL APPOINTMENTS IN WESTERN AUSTRALIA, 1978 GRADUATES FOR 1979

Subject	Total Applied (a)	Employed by 16.2.79 (b)	Employed from 16.2.79 to 17.12.79 (c)	Withdrawals, Pre-Schools, Other, etc. at 16.2.79 (d)	Incomplete Quals. at 16.2.79 (e)	% employed $\left(\frac{b+c}{a-(d+e)} \times 100\right)$
English	98	43	8	21	10	76%
Soc.Studies	105	26	25	16	7	62%
Mathematics	65	34	8	15	5	93%
Science	66	30	18	14	2	96%
Phys.Education	57	18	14	8	1	67%
Music	13	5	2	3	2	88%
Manual Arts	35	14	6	13	1	95%
Home Economics	32	23	5	1	-	90%
Business Ed.	20	12	1	6	1	100%
Library	20	14	5	-	1	100%
Languages	17	8	4	4	-	93%
Art	37	16	6	3	6	79%
Guidance	34	8	1	3	-	29%
TOTAL	599	251	103	107	36	78%

SOURCE: Education Department of Western Australia

TABLE 3.24 NUMBER OF GOVERNMENT SECONDARY SCHOOL APPOINTMENTS IN WESTERN AUSTRALIA, 1979 GRADUATES FOR 1980 (AS AT 9 MAY 1980)

Subject	Total Applied (a)	Employed by 7.2.80 (b)	Employed from 7.2.80 to 9.5.80 (c)	Withdrawals, Pre-Schools, Other, etc. at 7.2.80 (d)	Incomplete Quals. at 7.2.80 (e)	% employed $\left(\frac{b+c}{a-(d+e)} \times 100\right)$
English	116	44	13	14	8	61%
Soc. Studies	79	15	11	8	6	40%
Mathematics	48	23	8	4	2	74%
Science	52	26	4	7	5	75%
Phys.Education	64	21	7	6	-	48%
Music	18	10	-	1	1	63%
Manual Arts	37	23	3	7	2	93%
Home Economics	28	20	4	-	-	86%
Business Ed.	18	14	1	2	-	94%
Library	10	8	1	-	-	90%
Languages	20	10	-	6	2	83%
Art	32	6	6	1	1	40%
Guidance	22	8	2	1	1	50%
TOTAL	544	228	60	57	28	63%

SOURCE: Education Department of Western Australia

TABLE 3.25 GOVERNMENT SCHOOL APPOINTMENT PLACEMENTS OF BEGINNING TEACHERS IN WESTERN AUSTRALIA, PRIMARY AND EARLY CHILDHOOD -- 1979 GRADUATES FOR 1980 (AS AT 15 APRIL 1980)

	Class of School	Numbers of Beginning Teacher Appointments	% of Total Beginning Teacher Appointments (Less pre-school)	% of Country Beginning Teacher Appointments (Less pre-school)
METROPOLITAN	Primary	61	26	N/A
	Pre-Primary	18	8	N/A
	Pre-School	3	-	N/A
	Sub-Total	82	34	N/A
RURAL	IA	14	6	9
	I	21	9	13
	II	16	7	10
	III	39	17	25
	IV	3	1	2
	Special Aboriginal	4	2	3
	DHS I	13	6	8
	DHS II	19	8	12
	Pre-Primary	14	6	9
	Pre-School	6	-	-
	Secondary *	9	4	6
	Other	4	2	3
	Sub-Total	162	68	-
	TOTAL	244	102	100

* These are primary trained people who applied for primary school appointments but because of their suitability for teaching certain secondary school subjects (especially business studies) were offered secondary school appointments to help alleviate staff shortages in certain subject areas.

Discrepancies in Totals Due to Rounding.

SOURCE: Education Department of Western Australia

TABLE 3.26 PROPORTIONS OF TEACHERS IN THEIR FIRST OR SECOND YEAR OF TEACHING -- PRIMARY, 1980

Schools	1st Year	%	2nd Year	%	1st & 2nd Year	%	Other	%	Total (100%)
District High I	46	16.25	56	19.79	102	36.04	181	63.96	283
District High II	40	17.24	45	19.40	85	36.64	147	63.36	232
IA Inland	16	13.67	25	21.37	41	35.04	76	64.96	117
IA Coastal	30	10.60	30	10.60	60	21.20	223	78.80	283
IA Total	46	11.50	55	13.75	101	25.25	299	74.75	400
I Inland	36	13.64	37	14.01	73	27.65	191	72.35	264
I Coastal	23	6.84	35	10.42	58	17.26	278	82.74	336
I Total	59	9.83	72	12.00	131	21.83	469	78.17	600
II Inland	42	17.72	30	12.66	72	30.38	165	69.22	237
II Coastal	7	9.46	7	9.46	14	18.92	60	81.08	74
II Total	49	15.75	37	11.90	86	27.65	225	72.35	311
III Inland	103	22.89	56	12.44	159	35.33	291	64.67	450
III Coastal	3	16.67	3	16.67	6	33.33	12	66.67	18
III Total	106	22.65	59	12.61	165	35.26	303	64.74	468
IV Total	4	6.67	4	6.67	8	13.33	52	86.67	60
All Inland	287	17.47	253	15.40	540	32.87	1103	67.13	1643
All Coastal	63	8.86	75	10.55	138	19.41	573	80.59	711
All	350	14.87	328	13.93	678	28.80	1676	71.20	2354

SOURCE: Education Department of Western Australia

TABLE 3.27 GOVERNMENT SECONDARY SCHOOL APPOINTMENT PLACEMENTS OF BEGINNING TEACHERS IN WESTERN AUSTRALIA -- 1979 GRADUATES FOR 1980 (AS AT 26 MAY 1980)

	Metro.	Country, S.H.S. or H.S.	Country, D.H.S.	Total
Home Economics	4	8	11	23
Phys. Education	19	8	2	29
Music	7	1	1	9
Science	12	12	6	30
Art/Craft	7	2	3	12
Mathematics	15	7	8	30
Social Studies	8	10	11	29
Guidance	12	-	1	13
English	20	17	14	51
Manual Arts	6	8	11	25
Business Ed.	14	5	5	24
Languages	5	5	-	10
Library Studies	2	3	4	9
Aboriginal Proj.	-	2	3	5
TOTAL	131	88	80	299

SOURCE: Education Department of Western Australia

TABLE 3.28 PROPORTIONS OF TEACHERS IN THEIR FIRST OR SECOND YEAR OF TEACHING -- SECONDARY, 1980

Schools	1st Year	%	2nd Year	%	1st & 2nd Year	%	Other	%	Total (100%)
S.H.S. Inland	61	9.76	67	10.72	128	20.48	497	79.52	625
S.H.S. Coastal	31	6.49	49	10.25	80	16.74	398	83.26	478
S.H.S. Total	92	8.34	116	10.52	208	18.86	895	81.14	1103
H.S. Inland	-	-	5	17.24	5	17.24	24	82.76	29
H.S. Coastal	7	10.45	3	4.48	10	14.93	57	85.07	67
H.S. Total	7	7.29	8	8.33	15	15.62	81	84.38	96
D.H.S. Class I	48	15.43	48	15.43	96	30.86	215	69.14	311
D.H.S. Class II	35	18.52	34	17.99	69	36.51	120	63.49	189
All Inland	144	12.48	154	13.34	298	25.82	856	74.18	1154
All Coastal	38	6.97	52	9.54	90	16.51	455	83.49	545
All	182	10.71	206	12.12	388	22.83	1311	77.17	1699

SOURCE: Education Department of Western Australia

TABLE 3.29 RANDOM SAMPLE OF GOVERNMENT RURAL SECONDARY SCHOOL APPOINTMENT PLACEMENTS OF BEGINNING TEACHERS IN WESTERN AUSTRALIA FOR 1979 AND 1980 (AS AT MAY 1980)

Senior High Schools/ High Schools	No. in 1st Year of Teaching (a)	No. in 2nd Year of Teaching (b)	TOTAL (c)	Total Staff (d)	% of Total Staff ($\frac{c}{d}$ X 100)
Geraldton	6	2	8	75	11
Central Midlands (Moora)	0	6	6	27	22
Merredin	1	6	7	39	18
Northam	4	2	6	58	10
E.Goldfields (Kalgoorlie)	7	9	16	78	21
Kambalda	4	4	8	28	29
Esperance	3	6	9	56	16
Safety Bay	1	7	8	38	21
Mandurah	4	2	6	34	18
Bunbury	2	6	8	59	14
Busselton	1	2	3	50	6
Collie	1	2	3	38	8
Katanning	5	5	10	44	23
Manjimup	3	3	6	42	14
Albany	4	4	8	83	10
Mount Barker	0	3	3	31	10
Hedland	8	5	13	57	23
Karratha	4	5	9	55	16
Newman	4	5	9	30	30
District High Schools					
Cunderdin	2	6	8	20	40
Morawa	4	2	6	21	29
Dalwallinu	3	4	7	11	64
Wongan	4	2	6	8	75
Wyalkatchem	2	2	4	16	25
Southern Cross	4	3	7	8	88
York	2	2	4	10	40
Norseman	3	3	6	14	43
Narembeen	2	3	5	7	71
Gnowangerup	3	1	4	11	36
Derby	4	1	5	16	31
Wyndham	1	0	1	7	14
Broome	1	2	3	8	38
Tom Price	2	4	6	15	40
Paraburdoo	2	6	8	12	67

SOURCE: Education Department of Western Australia

TABLE 3.30 SOME SUPPORT SERVICES PROVIDED FOR GOVERNMENT SCHOOL TEACHERS

	Metropolitan Regions	Country Regions
1. Students, K-12	153 827 (67%)	76 987 (33%)
2. Teachers, K-12	7 827 (66%)	4 018 (34%)
3. Regional Superintendency staff	14 (50%)	13.75 (50%)
4. Regional advisory staff	51 (54%)	44 (46%)
5. Regional Guidance staff	GO's 57 (68%) CA's 42 (78%) 102 (72%)	GO's 27 (32%) CA's 12 (22%) 39 (28%)
6. Regional teacher development funds	$53 000 (30%)	$121 000 (70%)

SOURCE: Education Department of Western Australia

4. THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

NON-AWARD IN-SERVICE COURSES

Introduction

4.1 Formal non-award teacher development activity in Western Australia is supported predominantly from Commonwealth and State government sources, although some further provision is made by Catholic and other non-government school authorities.

4.2 Commonwealth funding is provided through the Services and Development Programme of the Schools Commission and is available to teachers of government and non-government schools. State government funds, on the other hand, are intended primarily to meet the needs of the Education Department and its teachers, although participation by other teachers in certain kinds of State-funded courses is fairly common.

4.3 With respect to funded courses, conferences, workshops, special study programmes, etc. Commonwealth contributions make up by far the greater proportion of the overall budget. In 1980 for example, approximately $1 million was available within the Services and Development Programme, whereas the budget for State-supported activites was substantially less at around $120,000. This comparison is somewhat misleading, however, as it does not take into account the very substantial salary and other costs associated with the Education Department's advisory teacher service to government schools.

4.4 Approximately 40% of the Services and Development Programme's $1 million in 1980 was allocated for the provision of part-time replacements for teachers attending long, centrally-arranged courses. A substantial part of the balance was distributed among the State's twelve

regional teacher-development committees and a central committee responsible for funding short courses and a variety of other teacher-initiated activities, the rest being set aside for administration, long-course costs and support for regional resource centres. Funds at both central and regional levels are administered on a joint-system basis with planning and implementation being the responsibility of representatives from government and non-government sectors.

4.5 In general, State funding is confined to courses or other activities which relate specifically to government schools, or special needs of the Education Department. The Education Department's advisory teacher service is available only on a limited basis to non-government schools.

4.6 The Catholic Education Commission organises for teachers in its own system of schools a variety of in-service activities such as meetings, conferences and special purpose workshops on a non-funded basis.

State-funded Teacher Development

4.7 Except in particular cases, State-supported, centrally-initiated in-service courses are not held outside school hours. Teacher replacement funds are generally not available and hence emphasis is predominantly on short (1-3 days) activities. Where appropriate and feasible, participation is open on a space-available basis to interested non-government teachers.

4.8 Activities and facilities supported from State-funds include the following:

(a) special-purpose courses dealing with administrative changes, new policy initiatives and implications, new syllabus or curricular developments, etc.

(b) regular conferences of senior staff groups such as primary, secondary and district high school Principals, primary and secondary Deputies, and subject-area Senior Masters.

(c) special education centres and associated advisory staff at Kings Park (Botanical Gardens), Perth Zoo and the W.A. Museum.

4.9 In addition, the Education Department's regionally-based advisory services are available for school visits and participation in school-based developmental activities.

4.10 Needs in this programme are assessed through subject superintendents, senior staff associations, Departmental officers and the Department's Teacher Development Branch.

4.11 A summary of the current programme is contained in Table 4.1.

Commonwealth-funded Teacher Development --
Schools Commission Services and Development Programme

4.12 In general terms, there are four emphases within the programme:

1. Long courses of 10-days duration or longer for which teacher replacement funds are available.
2. Short courses and conferences of an inter-regional or interstate nature that may occur within or outside school hours.
3. Courses and workshops for community members relating to schools. These usually represent initiatives to encourage and develop school/community interaction.
4. Regional short courses implemented in the main outside school hours.

4.13 Each of these emphases is conducted through joint and representative committees with various terms of reference given by the W.A. Services and

Development Committee which is, in turn, joint and representative. The State Committee reviews the entire programme. The W.A. Services and Development Committee budgets for 1980 and 1981 are displayed in Table 4.2.

Long Courses.

4.14 There has been a steady growth in the provision of long courses since their introduction in 1976, *i.e.*, 1976 (14), 1977 (17), 1978 (27), 1979 (30). But in 1980 there has been a reduction due to cut-backs in the level of Schools Commission funding.

4.15 Some sixteen centrally-arranged long courses are offered in 1980. Details of these courses, the courses offered in 1979, and projected courses for 1981 are provided in Table 4.3

4.16 In all cases, teacher replacement costs make up a major part of total long course costs. Residential courses are generally more expensive but the relationship between type of course and costs is complex. The most expensive course in Table 4.3 is the thirteen-week Learning Assistant Teacher Scheme (LATS) course which costs $80,000 to mount. Direct per-capita costs in most long courses are misleading because attendance figures represent only the on-course components of the programmes. It has become increasingly common for this type of course, particularly the School-based Curriculum Development (SBCD), LATS and library resource programmes, to be tied-in directly with associated projects in the participants' schools. The total number of teachers influenced by long courses of this type is believed to be many times greater than suggested by basic attendance figures.

4.17 The expansion of long courses has been accompanied by substantial support from tertiary institutions by way of joint planning and delivery of courses.

4.18 In 1981 it is proposed to enrol a small number of teachers in post-graduate courses at the two universities in the areas of gifted children and educational psychology in order to help meet the needs of the government education system in these areas.

4.19 Several other courses are planned and implemented by tertiary institutions and these are noted in Table 4.3. Most of these courses are not accredited by the tertiary institutions but in some cases some credit towards an award has been negotiated with the institutions.

Short Courses and Conferences.

4.20 Short courses funded from Schools Commission sources generally take place out of school time, frequently extending over a weekend. Such courses may be initiated locally but approved and funded centrally, in which case they may be held totally or partly in school time.

4.21 As with long courses, there has been a corresponding growth in numbers of courses of this type up to 1980 when the number declined due to similar funding cut-backs.

4.22 The range and types of courses offered parallel those in Table 4.5.

4.23 Conferences may be either intrastate or interstate. A list of conferences attended in 1979 is included in Table 4.4

Community Courses and Workshops.

4.24 These courses and workshops are usually for community members and aim to encourage parent and community involvement in school development activities. They also represent initiatives to encourage and develop school/community interaction and communication.

Regional Short Courses.

4.25 These courses are essentially responsive to teacher requests and are usually approved and funded by regional committees working within a budget. Table 4.5 lists regional short courses that were implemented in 1979.

POST-EXPERIENCE TEACHER EDUCATION IN WESTERN AUSTRALIA

4.26 The information included in tables 4.6 and 4.7 and the following discussion was prepared by WAPSEC. Minor editorial changes were made only to preserve the style of the chapter.

Highest Teaching Qualification held by Teachers in Permanent Employment During 1979

4.27 The information included in Table 4.6 was compiled for the Tertiary Education Commission and relates to full-time permanent and temporary teachers employed by the Education Department, and full-time and part-time permanent teachers employed by the Catholic Education Commission. The population is therefore not homogeneous, and the information should be regarded as a guide for that sector of the teacher population from which only broad inferences can be made.

4.28 Subject to this qualification, the figures indicate that some 13550 full-time teachers are employed in Western Australia, of whom about 56% teach in primary schools and 44% in secondary schools. Approximately 19% of primary teachers and 57% of secondary teachers have completed four years or more of training.

Primary Teachers.

4.29 A relatively small proportion of primary teachers are four-year trained. Given the promotion and salary incentives associated with four-

year trained status, there is likely to be a strong demand for post-experience teacher education courses (both Bachelor of Education and Graduate Diploma courses) from the pool of some 6000 primary teachers shown to have completed two or three years training in 1979.

Secondary Teachers.

4.30 The higher proportion of four-year trained secondary teachers may be attributed in part to the fact that many secondary teachers complete a three-year general arts or science degree and a one-year Diploma in Education. The number of three-year trained secondary teachers is likely to fall in future, with the phased introduction of a four-year pre-service Bachelor of Education course at Nedlands College. This may provide an added incentive to undertake post-experience teacher education courses for the group of secondary teachers with less than four years' training, which comprised more than 2000 in 1979.

Estimates of Highest Qualification Attained by Students Enrolled in Post-Experience Teacher Education Courses (As at 30 April 1980)

4.31 The figures presented in Table 4.7 are estimates, and were derived on a pro-rata basis from data relating to the highest qualification on commencement of all students enrolled in all courses at the respective institutions. The information given is for colleges of advanced education, as comparable information for the universities is not available.

4.32 The table indicates that of the 3687 students enrolled in post-experience teacher courses in 1980, only 516 students (14%) held a degree (UG1) or higher qualification at the commencement of their course. The largest proportion of students (63.7% or 2348 students) held a UG2 diploma or a teachers college qualification. The remaining 823 students (22.3%) held various other qualifications gained in Australia or overseas, or had only partly completed courses of study.

4.33 Of the largest group referred to above, about one-third (754 students) held teachers college qualifications, and it is likely that they would be enrolled in conversion courses in order to attain three-year trained status. The remaining two-thirds of this group (1594 students, or 43.2% of the total) held a UG2 diploma. It is interesting to note that these students were almost equally divided between those enrolled at the same college at which they had completed their diploma and those enrolled at a different college. It may be assumed that these 1594 students were enrolled in either Bachelor of Education or Graduate Diploma courses, but unfortunately the figures do not indicate the proportion of students in each of these types of course.

4.34 It appears from these figures that there is a strong demand for Bachelor of Education and Graduate Diploma courses for teachers; and that there is a considerable pool of teachers converting to three-year trained status, a proportion of whom may be expected subsequently to undertake further study in order to achieve four-year trained status.

4.35 The figures also reflect the relatively high rate of participation in post-experience teacher education courses in Western Australia. The participation rate in Western Australia is about 22-23% of the total number of teachers employed, as compared with the national rate of 16-17%. WAPSEC is of the view that this rate is likely to be maintained in the future.

TABLE 4.1 W.A. STATE-FUNDED IN-SERVICE PROGRAMME, 1980

COURSES	NO. OF COURSES	PARTICIPANTS
SECONDARY		
1. Agricultural Education		
1.1 Assessment in Agriculture	1	Metro & Country Agric. Teachers
1.2 Teaching Agriculture	1	Country Agric. Teachers
2. Alternative Education		
2.1 Conference	1	Metro Teachers of Alt. Courses
2.2 Induction Course	1	Teachers newly appointed to Alt. Courses
3. Computer Education		
3.1 Social Studies Users	1	Metro Teachers
3.2 Mathematics Users	1	Mathematics Teachers
3.3 Test Marking	1	Metro Teachers
3.4 Science & Social Studies Users	1	Metro & Country Teachers
3.5 Basic Programming	1	Metro Teachers
3.6 Business Studies	1	Metro & Country Teachers
3.7 English Users	1	Metro Teachers
3.8 Author Language	1	Metro Teachers
3.9 Batch "Basic"	1	Metro Teachers
3.10 Biology Users	1	Metro Teachers
3.11 Physics & Chemistry Users	1	Metro Teachers
4. Drama		
4.1 Drama Option	4	Metro Teachers
4.2 K-12 Perspective	9	Country Teachers
5. English		
5.1 Martin Report	13	Metro & Country Teachers
5.2 Conference	1	Metro & Country Senior M's
6. Foreign Languages		
6.1 French	1	Metro & Country Teachers
6.2 Italian	1	Metro & Country Teachers

COURSES	NO. OF COURSES	PARTICIPANTS
7. Home Economics		
7.1 Food & Nutrition	1	Metro Teachers
7.2 Family Studies	1	Metro & Country Teachers
7.3 Alternative CSE Course	1	Senior Mistresses
8. Manual Arts		
8.1 Motors & Machines	1	Metro Teachers
8.2 Applied Technology	1	Metro Teachers
8.3 Metalwork Workshop	2	Metro Teachers
8.4 Exchange of Information	5	Country Teachers
8.5 Senior Masters Conference	1	Metro Senior Masters
8.6 Technical Drawing Workshop	1	Metro Teachers
8.7 Woodwork Workshop	1	Metro Teachers
8.8 Agriculture & Manual Arts	1	Country Teachers
8.9 Photography	1	Metro Teachers
8.10 Pre-Vocational	1	Metro Teachers
8.11 Plastics Workshop	1	Metro Teachers
9. Mathematics		
9.1 Activity Oriented Teaching	11	Metro & Country Teachers
9.2 Senior Masters Meeting	6	Metro & Country Teachers
10. Physical Education		
10.1 Camp Schools	1	Country Teachers
10.2 Swimming Teachers	1	Metro Teachers
10.3 Current Trends	1	Senior Masters
10.4 Innovations	4	Country Teachers
10.5 Sailing Instructors	2	Metro & Country Teachers
11. Science		
11.1 Induction	1	Metro Teachers
11.2 Beginning Science Teachers	1	Metro & Country Teachers
11.3 Science Meetings	9	Metro & Country Teachers
11.4 Senior Masters Conference	1	Senior Masters
11.5 Biology & Earth Science	1	Metro Teachers

COURSES	NO. OF COURSES	PARTICIPANTS
12. Social Science		
12.1 Geography Conference	1	Senior Masters
12.2 History Conference	1	Senior Masters
13. Speech		
13.1 Talk In Year 8	1	Metro Teachers
13.2 Speech in the CSE	1	Metro Teachers
PRIMARY		
1. Library		
1.1 Resource Teachers	1	Metro Teachers
1.2 Teacher Librarians	1	Country Teachers
2. Mathematics		
2.1 Advisory Teachers	1	Country & Metro Adv.Teachers
3. Science		
3.1 Zoo Education	1	Metro Teachers
3.2 Regional Meetings	5	Country Teachers
4. Physical Education		
4.1 Primary Specialists	1	Country & Metro Teachers
ASSOCIATIONS		
1. Secondary Principals	2	Country & Metro Principals
2. Primary Principals	1	Country & Metro Principals
3. District High School Principals	1	Country Principals
4. Deputy Principals Primary	4	Country & Metro D'Principals
5. Deputy Principals Secondary	2	Country & Metro D'Principals
LEADERSHIP COURSES		
1. Principals' Leadership Courses	2	Country & Metro Principals

COURSES	NO. OF COURSES	PARTICIPANTS
INDUCTION COURSES		
1. Newly Appointed Principals of Class 3, schools and upwards, plus Secondary Deputy Principals	6	Country & Metro

SOURCE: Education Department of Western Australia.

TABLE 4.2 W.A. SERVICES & DEVELOPMENT COMMITTEE
BUDGET, 1981, (ASSUMES TOTAL ALLOCATION $1,000,000)

DETAILS	ALLOCATION 1980	% TOTAL 1980	TENTATIVE ALLOCATION 1981	% TOTAL 1981
A. PROFESSIONAL & ADMINISTRATIVE				
1. Salaries Govt. 2 EO & Typist	62316	5.8%	* 71978	7.19%
2. Salaries Non-Govt. EO/Typist	34901	3.3%	37493	3.74%
3. EO Travel & Accommodation	5300	0.5%	3000	0.30%
4. Claver House	1590	0.1%	1000	0.10%
5. Cygnet Hall	2120	0.2%	2500	0.25%
6. Publications	8480	0.7%	6000	0.60%
TOTAL 1 - 6	114707	10.75%	122071	12.2%
B. RESOURCE FACILITIES				
1. Reading Resource Centres - Costs	27136	2.5%	27136	2.71%
- Salaries	67778	6.3%	* 73184	7.31%
2. Primary Science Centre - Costs	2120	0.2%	2120	0.21%
- Salary	6042	0.6%	6525	0.65%
3. Teaching Aids Centre	1060	0.09%	1060	0.10%
TOTAL 1 - 3	104136	9.75%	110025	11.0%
C. DEVELOPMENT ACTIVITIES				
1. Education Projects	53000	4.9%	80000	8.00%
2. Community Involvement Projects	16000	1.5%	16000	1.60%
3. Centrally Approved Long Courses	74200	6.9%	74200	7.42%
4. Centrally Approved Short Courses	84800	7.9%	49800	4.98%
5. Regional Development Committees*	180200	16.8%	147904	14.79%
TOTAL 1 - 5	408000	38.00%	367904	36.79%
D. OTHER	-	-	-	-
E. TEACHER REPLACEMENT				
1. Govt. Teacher Replacement	357686	33.5%	* 336000	33.60%
2. Non-Govt. Teacher Replacement	78031	6.5%	64000	6.40%
TOTAL 1 - 2	435717	40.00%	400000	40.00%
GRAND TOTALS ALL ITEMS	1067000	100%	1000000	100%

* These amounts include State Treasury on-costs of 18.5%; all others have on-costs of 6.0%.

SOURCE: Education Department of Western Australia.

TABLE 4.3 W.A. SERVICES & DEVELOPMENT COMMITTEE LONG COURSES FOR 1979 AND 1980, WITH PROJECTIONS FOR 1981

Course Title	No. of Courses	Prim./ Sec.	Participants Metro/Country	Duration	Comment
1979 - GENERAL					
Designing a Language Programme	1	P	M	11 days	Course to investigate language acquisition and its significance in learning.
Individualising a Language Programme	1	P	M	12 days	Similar to above.
Language, the Learner & the Curriculum	1	P/S	M/C	12 days	Course to examine language and learning across the curriculum.
Music	1	P	C	10 days	To assist the development of music in the Great Southern Region.
School-Based Curriculum Development	3	P	M	11 days	Course to demonstrate the process whereby a school can arrive at firmer decisions relating to, or in support of, its own curriculum.
Disadvantaged Schools	1	P	C/M	10 days	Course to describe the philosophy of the DS programme and practical means of implementing such a philosophy.
Secondary Reading	1	S	M	10 days	Course to expose teachers to the problems of language and reading across the curriculum. *
Drama	1	P/S	C/M	10 days	Course to develop a method and subject-based drama programme. *
Primary Science	2	P	M	10 days	Course to allow teachers to develop science programmes. *
Resource-based Learning (a)	2	P	M	30 days	Courses to give backgrounds for appropriate selection and exploration of resource materials.
(b)	1	S	M	10 days	
(c)	1	P/S	M	10 days	
Graduate Diploma	1	P	M	105 days	*

* Denotes courses mounted through tertiary institutions.

Course Title	No. of Courses	P/S	C/M	Duration	Comment
Class III Principals Course	1	P	C	10 days	Course to familiarise principals with student achievement and activities.*
Multicultural Studies	1	P	C/M	12 days	Course to examine the implementation of multicultural education for classroom practice.*
Learning Assistance Teacher Scheme	2	P (Weds)	C/M	65 days each	Course to equip teachers with diagnostic and remediation skills to assist fellow teachers.*
Health Education	1	S	M	10 days	Course to develop more comprehensive H/Ed programmes in secondary schools.
Media Studies (a)	1	P	M	10 days	Course to familiarise teachers with visual literacy.
(b)	1	S	M	10 days	
1979 CURRICULUM IMPLEMENTATION					
Religious Studies	4	P/S	M	10 days each	Re: Nott Report
Home Economics	1	S	M/C	10 days	Curriculum guide for new TAE/CSE course.
Art/Craft	1	P	M/C	10 days	Course to familiarise newly appointed methods, curriculum development etc.
1980 - GENERAL					
Learning Assistance Teacher Scheme (a)	1	P	M	65 days	*
(b)	1	P	C	65 days	*
Health Education	1	S	C/M	10 days	*
Primary Science (a)	1	P	C/M	10 days each	*
(b)	1	P	C/M		*
(c)	1	P	M		*
Achievement Analysis	1	P	M	10 days	
Priority Schools	1	P/S	C	10 days	
Library Services Resource-Based Curriculum	1	P	M	30 days	

Course Title	No. of Courses	P/S	C/M	Duration	Comment
1980 CURRICULUM IMPLEMENTATION					
Social Studies Curriculum Implementation (a)	1	P/S	M	10 days	
(b)	1	P/S	M	10 days	
(c)	1	P/S	C/M	10 days	
Religious Studies	2	P	M	10 days each	
Home Economics	1	S	C/M	10 days	
Schools Computing	1	S	C/M	10 days	
1981 - GENERAL					
Secondary Pastoral Care	2	P	C/M	10 days each	
Curriculum Tech/Design	2	P	M	10 days each	*
Teachers of Intellectually Handicapped Children	2	P(?)	M	10 days each	
Analysis of Student Achievement	3	S	M	10 days each	
Tertiary Study Course					*
Learning Assistance Teacher Scheme	1	P	C	65 days each	*
	1	S	M	65 days each	
Teachers of Aboriginal Students in Urban Communities					
1981 CURRICULUM IMPLEMENTATION					
Social Studies Curriculum Implementation	1	P	M	10 days	
Religious Studies - Nott Report	2	P	M	10 days each	
Computer Studies	2	S	C/M	10 days each	

SOURCE: Education Department of Western Australia.

TABLE 4.4 W.A. SERVICES AND DEVELOPMENT COMMITTEE APPROVED CONFERENCES IN 1979

NAME OF CONFERENCE	DATE	VENUE	GOVT.	NON-GOVT.
Esperanto Summer School	18-19 Jan. 1979	Toowoomba		1
Dance Education Seminar	16-26 Jan. 1979	Armidale	2	2
Royal School of Music 24th Annual Summer School	15-21 Jan. 1979	Melbourne		1
Achper Nat. Biennial Conference	January 1979	Adelaide	3	1
Gestalt Therapy Workshop	15 Jan-11 Feb 1979	Fitzroy Falls Conf.Centre	1	
Children - The Community's Concern	14-18 May, 1979	Sydney	2	3
Too Late at Eight	15-18 May, 1979	Brisbane	4	1
Institute of Educational Administration	13 May-8 June 1979	Geelong	1	1
N.C.I.S. Seminar - Educating Exceptional Children in Normal Schools	10-13 May, 1979	Canberra		4
School Based Decision Making Conference	25-28 March, 1979	Lorne, Vic.	1	2
Students, Teachers and Computers	17-18 May, 1979	Melbourne	3	1
Conasta XXVIII	13-18 May, 1979	Brisbane	2	
3rd National Conference - Aust. Council for Adult Literacy	25-29 May, 1979	Sydney	2	1
1979 Federal ICPA Conf.	10-13 July, 1979	Roma, Qld.		2
Human Development Through Photographic Language	17-25 July, 1979	Sydney		1
Growing Up In A Multi-Cultural Society	30 June- 3 July, 1979	Goulburn		1
Here Come The '80's	19-24 August, 1979	Melbourne	4	3
Leadership in Primary Religious Education	11-13 July, 1979	National Past. Inst. Vic.		1
Aust. Assoc. of Special Education: 4th Annual Conf.	24-29 July, 1979	Adelaide	1	
Kodaly Music Study Course	23 July-3 Aug., 1979	Sydney		1
2nd Pacific Rim Children's Lit. Conference	3-7 Sept. 1979	Melbourne	2	1
School Evaluation Workshop	5-6 July, 1979	Melbourne		1
Annual Conf. National Assoc. for Drama in Education	26-31 August, 1979	Sydney	3	
Alternative Futures	26-30 August, 1979	Canberra	2	2

NAME OF CONFERENCE	DATE	VENUE	GOVT.	NON-GOVT.
Children's Choice	28 August - 1 Sept. 1979	Sydney	1	
South Pacific Assoc. for Teacher Education	22-25 August, 1979	Sydney	1	1
Annual Conf. Australian Parents' Council	24-26 August, 1979	Melbourne		3
Australian Commercial and Economics Teacher Assoc.Conf.	26-31 August, 1979	Canberra	2	
4th National Conference for Teachers of German	27-31 August, 1979	Katoomba	1	1
Australian Perspective - 1st National Work Exp. Conference	22-25 August, 1979	Melbourne	2	2
Infant Imagination - Language and Play in First Five Years	23-25 August, 1979	Melbourne	1	
Education for Social Respons.	9-11 August, 1979	Sydney		1
Dance Curriculum Conference	26 August - 1 Sept. 1979	Sydney	2	
Australian Remedial Education Association - 4th Ann.Conf.	25-29 July, 1979	Adelaide	1	
Australian Primary Principals Association Conference	27 Sept. - 2 October, 1979	Melbourne	3	1
Headmasters Conference of Independent Schools of Aust.	26 August - 1 Sept. 1979	Adelaide		2
Ministry of Helping	12-22 August, 1979	Point Piper, N.S.W.		1
National Conference on Bibliographic and Library Use of Minicomputers	22-24 August, 1979	Sydney	1	
Australian Sign Language Development Project	22-28 Sept., 1979	Melbourne	1	
1979 National Conference of Australian State School Orgs.	21-26 Oct., 1979	Canberra	3	
TOTAL 40 Conferences			52	43

SOURCE: Education Department of Western Australia.

TABLE 4.5 TOTALS OF REGIONALLY SUPPORTED ACTIVITIES BY CONTENT CLASSIFICATION, 1979

CLASSIFICATION OF CONTENT	TOTALS
Induction, Policy, Communications	60
Personal Development, Relationships, Pastoral, Parents	49
Conferences of Principals and Deputy Principals	28
Conferences, General	12
Curriculum Development	8
Teaching Aids, Methodologies, Audio-Visual	56
Language Curriculum Areas	101
Mathematics Curriculum Areas	138
Science Curriculum Areas	19
Social Studies, Social Sciences	20
Physical, Health, and Outdoor Education	22
Library and Resources	11
Art and Crafts	36
Music	18
Special and Careers Education	15
Other	19
TOTAL	612

SOURCE: Education Department of Western Australia.

TABLE 4.6 HIGHEST TEACHING QUALIFICATION HELD BY TEACHERS IN PERMANENT EMPLOYMENT DURING 1979

Teaching Qualification	Primary	Secondary	Total
Two-year Trained			
Teachers College/CAE diploma			
Other			
Total	968	366	1 334
Three-year Trained			
Teachers College/CAE diploma			
Other			
Total	5 077	1 836	6 913
Four-year (or more) Trained			
Teachers College/CAE diploma			
Teachers College/CAE post-graduate diploma			
University bachelor degree			
University concurrent degree/ post-graduate diploma			
University post-graduate diploma			
Other			
Total	1 448	3 406	4 854
Other*	3	7	10
No recognised qualification	83	356	439
TOTAL	7 579	5 971	13 550

*Includes teachers with the Teachers' Higher Certificate employed by the Catholic Education Commission of Western Australia.

NOTES:

1. The Education Department of WA has used the population of full-time permanent and temporary teachers for the data in this table as at 1 August 1979.
2. The Catholic Education Commission of WA has provided information for this table on teachers in permanent employment.

SOURCES: Catholic Education Commission of Western Australia
Education Department of Western Australia.

TABLE 4.7 ESTIMATES OF HIGHEST QUALIFICATION ATTAINED BY STUDENTS ENROLLED IN POST-EXPERIENCE TEACHER EDUCATION COURSES (AS AT 30 APRIL 1980)

Highest qualification attained on commencement	CCAE	CTC	MLCAE	NCAE	WAIT	TOTAL	
						No.	%
1. University degree or post-graduate qualification	38	59	105	24	73	299	8.1
- part completed degree	17	16	27	25	8	93	2.5
2. Same college of advanced education							
- post-graduate qualification (PG1 or PG2)	3	13	9	5	21	51	1.4
- degree (UG1)	4	-	6	2	54	66	1.8
- diploma (UG2)	243	159	272	135	11	820	22.2
- associate diploma (UG3)	-	-	-	4	38	42	1.1
- part degree or diploma	-	2	6	1	31	40	1.1
3. Other college of advanced education							
- post-graduate qualification (PG1 or PG2)	3	20	18	4	3	48	1.3
- degree (UG1)	6	3	19	20	4	52	1.4
- diploma (UG2)	201	190	286	30	67	774	21.0
- associate diploma (UG3)	59	-	-	3	-	62	1.7
- part degree or diploma	37	7	31	8	7	90	2.5
4. Teachers College							
- qualifications completed	63	26	417	65	183	754	20.5
- part qualified	2	-	-	3	13	18	0.5
5. W.A. final school exam							
- last year	-	-	-	-	-	-	-
- one year ago	-	-	-	-	-	-	-
- two or more years ago	1	-	-	-	-	1	-
Eastern states final school exam							
- last year	-	-	-	-	-	-	-
- one year ago	-	-	-	-	-	-	-
- two or more years ago	1	-	-	-	-	1	-
6. Other Australian qualifications							
- college qualifying exam	1	-	-	-	2	3	0.1
- technical college	-	1	34	3	18	56	1.5
- other	27	12	95	-	3	137	3.7
7. Overseas qualification	41	45	59	21	20	186	5.1
8. Unknown	1	-	-	-	85	86	2.5
TOTAL STUDENTS	748	553	1384	353	649	3687	100.0

SOURCE: Information Provided by Institutions.